DOCUMENT RESUME

ED 458 925 JC 020 048

AUTHOR	Jones, E. Lynn
TITLE	Current Observations and Future Importance of Leadership Attributes Perceived by Community College Presidents and Vice Presidents for Academic Affairs.
PUB DATE	1999-12-00
NOTE	283p.; Doctoral Dissertation, East Tennessee State University for Ed.D.
PUB TYPE	Dissertations/Theses - Doctoral Dissertations (041)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	*Administrator Attitudes; *Administrator Qualifications; *Administrators; *College Presidents; *Community Colleges; *Leadership Qualities; School Surveys; Tables (Data); Two Year Colleges

ABSTRACT

This study examined the perspectives of 153 (response rate 70%) community college presidents and academic affairs vice presidents regarding leadership attributes that were currently observed as being practiced by mid-level managers. Mid-level managers were found to exhibit several positive attributes: strong commitments to their institutions, possession of a strong moral code and personal integrity, and not excessively using power to influence the beliefs of others. The study also summarized the presidents' and academic affairs vice presidents' perceptions of the leadership attributes that mid-level managers will need to possess to assume senior administrative positions, particularly the presidency, that will guide the institutions into the future. The study found that there was a statistically significant difference in the leadership attributes currently observed as being practiced and those attributes that would be needed in the future. The largest differences were found for the following attributes: the ability to adapt easily to changing circumstances within and outside the institution; the ability to conceptualize a vision of the college's future and communicate that vision to others; the ability to take risks willingly; and accepting, introducing, and monitoring change in people and structures in the institution. (Contains 31 tables, 94 references, and 6 appendices.) (AUTH/KP)

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CURRENT OBSERVATIONS AND FUTURE IMPORTANCE OF LEADERSHIP ATTRIBUTES PERCEIVED BY COMMUNITY COLLEGE PRESIDENTS AND VICE PRESIDENTS FOR ACADEMIC AFFAIRS

A Dissertation
Presented to the
Faculty of the Department of Educational
Leadership and Policy Analysis
East Tennessee State University

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APPROVAL

This is to certify that the Graduate Committee of

E. Lynn Jones

met on the

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The committee read and examined her dissertation, supervised her defense of it in an oral examination, and decided to recommend that her study be submitted to the Graduate Council, in partial fulfillment of the requirements for the degree of Doctor of Education.

___________________________________ Chair, Graduate Committee

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ABSTRACT

CURRENT OBSERVATIONS AND FUTURE IMPORTANCE OF LEADERSHIP ATTRIBUTES PERCEIVED BY COMMUNITY COLLEGE PRESIDENTS AND VICE PRESIDENTS FOR ACADEMIC AFFAIRS

by

E. Lynn Jones

The pursuit of this study was to examine perspectives of select community college presidents and vice presidents for academic affairs regarding leadership attributes that were currently observed as being practiced by mid-level managers. The study also summarized these leaders' perceptions of the leadership attributes mid-level managers will need to possess to assume senior administrative positions, particularly the presidency, that will guide the institutions into the future.

Based on an extensive review of literature, a list of 41 leadership attributes was established. The Community College Leadership Attribute Survey (CCLAS) was designed by the researcher and a pilot study was conducted. Sixty-five national community college presidents, 60 national community college vice presidents for academic affairs, 14 Tennessee community college presidents and 14 community college vice presidents for academic affairs were contacted to participate in the study. One hundred and seven usable surveys were received, for a response rate of 70%.

The study found that there was a statistically significant difference in the leadership attributes presidents and vice presidents for academic affairs currently observed as being practiced and those attributes that would be needed in the future. The gap was measured between currently observed and future importance attributes, and levels of importance were listed. The study took into consideration independent variables such as gender, geographic location, years of experience in current position and years of experience in higher education. The study also examined the perceptions

of those presidents and vice presidents who had work experience in the private sector before moving to higher education.

Recommendations for future study included the implementation of a leadership program to help ensure that organizational leaders will have the skills needed to lead and facilitate the many changes and challenges community colleges are facing in the future. Other recommendations included institutions lending greater attention to professional development activities, and studies that would allow administrative leaders to identify and define additional leadership attributes.

DEDICATION

This study is dedicated to my parents, Richard and Anne Jones, who without the experience of a college education, taught me from an early age the importance of lifelong learning.

The dedication also extends to my sons R. Ashle Baxter, who is presently teaching English in Tono, Japan and Beau D. Baxter, a community college student. They have been far more supportive, encouraging, understanding, and sensitive than many young men might have been. Thank you, Ash and Beau.

Finally, to Hugh Goodman, who has been able to convince me that there is life after dissertation!

ACKNOWLEDGEMENTS

A debt of gratitude is owed to many for their assistance during the completion of this project. First, my heart felt appreciation goes to Dr. Terrence Tollefson, the Chair of my Graduate Advisory Committee, who was instrumental in making the Walters State Community College cohort a reality. Not only did he help me reach the top of the Alpine Tower, he helped me reach the pinnacle of this academic experience. Sincere thanks also go to Committee Members, Dr. Norma MacRae, Dr. Russell Mays, and Dr. Russ West. They have more than exceeded any expectations I might have had in accommodating my needs as an adult learner.

Second, genuine and deep appreciation goes to Dr. Jill White of Pensacola, Florida and to the members of the Walters State cohort, with special thanks to my friends, Rosemary Jackson, Julian Jordan and Gary Skolits. The project would have been difficult to complete without their constant encouragement and gentle prodding!

Third, thank you to the administration and to my colleagues at Walters State Community College for their inquiries about my dissertation progress. I also say thank you to Dr. James Crawford for editorial assistance, to Doug Cross for research assistance, to Dr. Qing Yuan for

technical assistance, and to Naomi Mason and Kathy Jackson for their encouragement and support.

Finally, I wish to thank all of the presidents and vice presidents for academic affairs who took the time to complete and return the survey. Without their participation none of this would have been possible.

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CHAPTER 1

INTRODUCTION

According to Witt, Wattenbarger, Gollattscheck and Suppiger (1994), the most important higher education innovation of the twentieth century has been the American community college movement. An equally important milestone in Tennessee public higher education was the development of a unified network of community colleges strategically located throughout the state of Tennessee (Nicks, 1979). The success of the community college movement and the leadership models possessed by early community college leaders were well documented, yet attributes of the leaders who led the community colleges to success were not well documented. N. W. Walker, president of the Association of Colleges and Secondary Schools in the southern states in 1976, wrote:

> The rise of the junior colleges is one of the arresting facts of recent educational development in America. Within the past ten years the junior college idea has been worked in actual practice as perhaps no other single idea of so vast significance has ever been in so short a period of time. (American Association of Community and Junior Colleges [AACJC] Futures of Community Colleges, 1988, pp. 5, 6)

The American Association of Community and Junior Colleges (AACJC) Commission on the Future of Community Colleges

(1988) was also confident about the future of the community college. The commission reported that the national economic and civic contributions that have been made by community colleges have been powerful and will continue to be so in the future. The commission was silent, however, on the skills and attributes of the leaders needed for the next century.

To ensure that higher education captures its necessary share of leadership talent in the years ahead, today's community colleges are faced with the need for young vital leaders. Community colleges are experiencing change in areas such as student diversity and fragmentation of society, the graying of the community college workforce, technology, declining income from government and private contributions, public criticism, severe economic problems posed by inflation, reductions in federal student aid, and demographic trends that predict fewer students (Brown, 1984; Green, 1988; McFarlin & Ebbers, 1997; Poth, Sternes, Sugarman, & Veloz, 1994; Riasman, 1999; Roueche, 1996; Vaughan, 1986). Community colleges will continue to change, and because community college leadership is not immune to change, leaders must increase their capacity and performance for continuous improvement for institutional effectiveness. Effective leadership in one era may be entirely inappropriate or ineffective in another; therefore, the requirements for leadership inevitably change over time (Green, 1988).

Early community college leaders were called on to be builders and creators. In the early 1980s, as a result of the downturn in the economy, community colleges were viewed as in-place delivery systems for workforce development. Job training was the next area of emphasis, and the 1990s have brought about the need to do more with less (Campbell & Leverty, 1997). Some of the early administrators who developed their skills during the decades of enormous growth and diversity have been replaced by a second generation of post-World War II leaders. Conscious attention must be given to state-of-the art preparation of a third generation of leaders or the quality of leadership for future community colleges leaders may not match the complex challenges of the 21st century (Fryer, 1984).

Vaughan (1986) observed that "keeping up," means more than simply remaining current with what is happening in education. "Keeping up" includes staying abreast of shifts in the larger society and adopting and adapting those changes in ways that are most beneficial to colleges and communities. Personal attributes associated with leaders are as relevant today as in the past, yet skills are required today that were not required before and additional skills will be required in the future (Vaughan, 1986). Community colleges are operating in increasingly challenging and complex environments. Murry and Hammons (1995) noted that community colleges have evolved into "large complex organizations with hundreds of employees, sprawling physical plants, and multi-million dollar budgets" (p. 207). Because community colleges are operating in increasingly complex environments, preparation of the next generation of leaders is extremely important (Roueche, Baker & Rose, 1989). Green (1988) echoed that:

> Leaders whose environment is rapidly changing, whose institutions will increasingly reflect the diversity and fragmentation of society, and who will be required to lead higher education through a period of public criticism and intense self-examination will need some different skills and qualities (p. 50).

Vaughan (1986) stated that various studies had determined the way each college responded to various challenges and opportunities, indeed the quality of the college itself, is to a great extent dependent upon its chief executive officer. According to Roueche et al. (1989) "leaders make a difference" (p. 17); and Murry and Hammons (1995) maintained that both the current and future success of community colleges would depend on the skill of the institution managers.

Gardner (1981) emphasized the importance of an ever-renewing system with an analogy describing a young organization as "flexible, fluid, not yet paralyzed by rigid specialization and willing to try anything once. As the organization ages, vitality diminishes, flexibility gives way to rigidity, creativity fades, and there is a loss of capacity to meet challenges from unexpected directions" (p. 3). Vaughan (1986) noted that successful leaders must be more flexible and more creative, with the ever-renewing society producing a system or framework wherein continuous innovation, renewal, and rebirth can occur.

As early as 1984, Elsner reported that a crisis was developing at the leadership level of the American community college and what was needed was "a crystallized definition of the characteristics and skills that the next crop of leaders must possess" (p. 39). The 1997 Leadership Poll conducted by the Leadership Project indicated that 61% of the respondents of the 11,000 members of the higher education community surveyed indicated that there was a leadership crisis in higher education, and questioned whether emerging leaders existed to assume leadership roles of the future (Gallego, 1998). A 1998 survey conducted by the League of Innovation's Alliance for Community College Innovation explored what CEOs wanted to know about community college leadership transition. Survey results indicated that more than 25% of CEOs will retire in the next three years and almost 40% will retire in the next five years (Italia, 1998). Seventy percent of the CEOs planning to retire in the next three years indicated there was no qualified candidate within the institution to fill the presidential vacancy, and 47% felt there was not a sufficient pool of qualified candidates in their state to fill a presidential position (Italia, 1998). Clearly there appears to be a major leadership transition ahead in community colleges.

Many mid-level managers were interested in being a part of the "next crop of leaders" identified by Elsner (1984, p. 41). Given the fact that inadequate leadership inhibits institutional effectiveness, it is important to identify needed attributes so interested young leaders may prepare themselves and their institutions for the future. Vaughan (1986) illustrated the possibilities of upward mobility, reporting that in 1986, almost 90% of community college presidents came from within the community college ranks. Vaughan also recognized that one route to the presidency was the planned approach that included an identifiable track in terms of experience and academic preparation. A recent survey done for the American Council on Education, "The American College President: A 1998 Edition," indicated that governing boards are hiring presidents with more administrative experience than in the past, an indicator that could mean institutional desire for less risk (Mercer, 1998). Of those presidents surveyed, 20% had been presidents immediately before accepting their current positions, 47% had been vice-presidents, and 12% had been deans or associate deans (Mercer, 1998).

The recognition of attributes perceived by upper-level administrators as necessary for future career advancement should provide a basis for institutions to distinguish and recruit future leaders with applicable experience (Keller, 1989), and give young administrators a guide to planned advancement. In addition, knowledge about the necessary attributes will help young professionals self-assess and identify areas where professional development is needed.

Statement of the Problem

In spite of the enormous impact the community college movement had on higher education, little is known about the leadership attributes possessed by the men and women who served in the movement's forefront. Because of the growth of the community colleges in the 1960s and 1970s, young administrators of that era had more diverse opportunities early in their careers and reached positions through a number of avenues. Vaughan (1986) identified three distinctly different paths taken by community college presidents as: the serendipitous route exemplified by the president who claimed that "the escalator came by, I got on and rode it to the top"; the plan exemplified by those presidents who enrolled in graduate programs for the explicit purpose of preparing to attain community college administrative positions, and higher; and the opportunistic path that was exemplified by those presidents who saw the opportunity associated with the community college as "the best game in town" (p. 2).

The level of education, mentors, personal attributes, leadership skills, timing, and sometimes politics played important roles in career advancement for upper-level administrators. Questions remained, however, relative to the attributes that were necessary for young administrators to be successful today and in the future.

Purpose of the Study

The purpose of this study was to examine perspectives of select community college presidents and vice presidents for academic affairs regarding leadership attributes that were currently observed as being practiced by mid-level managers. The study also summarized these leaders' perceptions of the leadership attributes mid-level managers will need to possess to assume senior administrative positions, particularly the presidency, that will guide the institutions into the future. The study may provide valuable guidance to aspirants who desire a model for self-assessment coupled with a plan for growth for individual performance within the community college system.

Significance of the Study

During this decade, a perception has existed that higher education has been experiencing a "great leadership crisis" (Bensimon, Neumann & Birnbaum, 1989; Gallego, 1998; Keller, 1983). Community colleges place great value on the talent and expertise of senior administrators and recognize that when such administrators retire or leave their respective institutions, an abrupt loss of talent and experience occurs. Gallego (1998) reported that such a loss could potentially place an institution into a state of leadership crisis. A potential pool of successors awaits the opportunity to assume these vacancies, and according to McDade (1987), on-the-job training was one of the best ways to acquire knowledge about management and leadership. To take advantage of this existing talent pool and maintain administrative excellence, institutions in Tennessee and across the nation must be aware of what leadership attributes are likely to provide continued innovation for tomorrow's demands.

Limitations of the Study

There were three limitations identified in this study.

First, the participating presidents and vice presidents for academic affairs were asked to identify currently observed attributes and attributes with future importance from a list identified by the researcher. This study did not provide the opportunity for the presidents and vice presidents for academic affairs to include additional attributes that they felt were important.

Second, some of the attributes in the survey contained more than one key subject, such as "building teams" and "fostering collaboration." In a few instances, particularly when the literature spoke of the attributes collectively, two concepts were coupled into one attribute.

Third, because the path to the community college presidency has historically been through academic ranks, only presidents and vice presidents for academic affairs were surveyed. The decision to survey this select group, however, omitted the perceptions or viewpoints of leaders such as vice presidents for business affairs and vice presidents for student affairs.

Definitions

For the purpose of this study, the words attribute, competency, and skill were used interchangeably and were defined as "great ability or proficiency; expertness that comes from training, practice, etc." or a "knowledge, understanding, or judgment" (Guralnik, 1984, p. 1334).

The community college was defined as "any institution accredited to award the Associate in Arts or the Associate in Science as its highest degree" (Cohen & Brawer, 1996, pp. 5). According to Cohen and Brawer (1996) that definition included comprehensive two-year colleges as well as many technical institutes, both public and private. All of the public two-year community colleges in the state of

Tennessee, as well as select public two-year institutions across the nation, were included in this study.

Mid-level managers were defined as "managers at the middle levels of the organizational hierarchy who are responsible for the direction of the lower-level supervisors reporting to them" (Bass, 1990, p. 919).

For the purpose of this study, two groups of select community college presidents and vice presidents for academic affairs were chosen. The first group selected included the entire population of presidents and vice presidents for academic affairs in the Tennessee Board of Regents community college system. The second group was selected from a list of transformational leaders identified by Roueche, Baker and Rose in their book Shared Visions: Transformational Leadership in American Community Colleges (1989).

A senior administrative position has been defined as "A president, or an officer who reports directly to the president, and who supervises a major division of the institution" (McDade, 1987).

Research Questions

Eleven questions were addressed in this study.

1. To what extent are leadership attributes reported

as being observed in the work of mid-level managers, according to community college presidents and vice presidents for academic affairs?

2. What is the extent of the future importance of the leadership attributes, according to community college presidents and vice presidents for academic affairs?

3. What is the level of importance of leadership attributes community college presidents and vice presidents for academic affairs currently identify as being practiced by mid-level managers?

4. What is the level of agreement of leadership attributes community college presidents and vice presidents for academic affairs currently identified regarding future importance?

5. What is the gap between the ratings of attributes currently being practiced and those that will be needed in the next 10 years?

6. Are there differences in the attributes felt to be important in the next 10 years due to gender?

7. Are there differences in the attributes felt to be important in the next 10 years due to age?

8. Are there differences in the attributes felt to be important in the next 10 years due to geographic location?

9. Are there differences in the attributes felt to be important in the next 10 years due to the position held?

10. Are there differences in the attributes felt to be important in the next 10 years due to years of experience inside higher education?

11. Are there differences in the attributes felt to be important in the next 10 years due to years of experience outside higher education?

Overview of the Study

One of the most formidable tasks before community college leaders is to build and rebuild learning communities that empower people to make contributions to the renewal process. One of the greatest challenges in the completion of this task is the development of strong leaders (Harlacher & Gollattscheck, 1994). Members of the Commission on the Future of Community Colleges (AACJC, 1988) asserted that "Building Communities" should become the new rallying point for community colleges in America, defining community as a region to be served and a climate to be created. According to the Commission, building communities requires creative leaders whose visions and actions affirm the centrality of teaching and continuously strengthen the college as a community of learning.

This study examined perspectives of select community college presidents and vice presidents for academic affairs regarding leadership attributes that were currently observed as being practiced by mid-level managers, as well as the leadership attributes needed for these mid-level managers to assume the senior administrative positions, particularly the presidency, that will guide the institutions through the next 10 years.

Chapter 1 serves as an introduction to the study and contained the statement of the problem, the purpose of the study, the significance of the study, the limitations of the study, the research questions, the definitions, and the overview of the study. Chapter 2 provides well-documented support in the form of an extensive and precise literature analysis of what is known about the research topic. Chapter 3 explains how the research questions were addressed, as well as the methodology and procedures that were used in the study. Chapter 4 contains an analysis of the data and presented the results of the study. Chapter 5 presents the conclusions, discussion, and recommendations for further research.

CHAPTER 2

REVIEW OF LITERATURE

This study explores perspectives of community college presidents and vice presidents for academic affairs regarding future leadership in their institutions. Selected to participate in this study were the presidents and vice presidents for academic affairs in the 14 Tennessee community colleges, as well as a select group of presidents and vice presidents for academic affairs as identified by Roueche et al. in their book Shared Vision: Transformational Leadership in American Community Colleges (1989). The study ascertained the leadership attributes that select community college presidents and vice presidents for academic affairs currently observed as being practiced by mid-level managers, as well as the attributes that will be needed to guide the institutions through the next 10 years.

To help frame the context of this research project, the history of the community college in America, as well as in Tennessee, was first examined. The review spanned the conception of the community and junior college in the mid 1850s through the 1900s. Secondly, leadership models were reviewed. Two sections followed the literature review on leadership models. The first examined what the literature espoused about a possible leadership crisis in higher education. The second reviewed the attributes necessary for leadership success in the community college, higher education, and the business sector.

Community College History and Demographics

With thoughts reflecting the European system, Henry Tappan, in 1851, recommended that to be fully prepared for university study, students should complete their general education classes in a junior college before being admitted to a university (Cohen & Brawer, 1996; Witt et al. 1994). Such a proposal would "guard the entrance of the universities" (Diener, 1986, p.24). One year later, Tappan was named president of the University of Michigan. Despite his position and influence, his junior college proposal was never successfully implemented.

In the late nineteenth and early twentieth centuries, however, several educators advocated removing the first two years of higher education from the university setting and placing them in a separate institution. The evolution of this idea developed into a movement that today is one of the largest and fastest-growing sectors of American higher education (Witt et al. 1994). The birth of this movement was initiated around 1896 by William Rainey Harper with the establishment of a junior college division at the University of Chicago (Vaughan, 1985). In 1901, the movement was once again influenced by Harper, with the establishment of Joliet Junior College in Joliet, Illinois (Vaughan, 1985). As a result of these efforts, Harper became known as the father of the junior college. Similar movements were taking place almost simultaneously in Texas and Michigan, followed by California's 1907 legislation that allowed high schools to offer postgraduate education equivalent to the first two years of college. In 1917, California expanded its position by providing state and county support for junior college students.

Another important step in community college development was the elimination of the financial barriers that prevented millions of Americans from attending college. The 1944 Servicemen's Readjustment Act, better known as the GI Bill of Rights, enacted near the end of World War II, assisted the millions of Americans who returned home to face a future of unemployment (Vaughan, 1985). As a result of the return of these soldiers, coupled with the laid-off defense workers, an economic disaster loomed over America (Witt et al. 1994). The Roosevelt administration tackled this potential crisis with the same aggressiveness that it had approached the Depression and created a government program to direct out-of-work Americans into higher education. The "GI Bill", or 1944 Service Men's Readjustment Act, offered a free education to any honorably discharged veteran with 90 or more days of service. The philosophy of this direct student aid program had an enormous impact on the community colleges' enrollment, diversity, programs, and overall mission (Vaughan, 1985).

In 1946, a commission was appointed by President Harry Truman to examine the status of higher education and its relationship to society. The commission was chaired by George Zook. In 1947, Zook issued a six-volume report, Higher Education for American Democracy, that popularized the term "community college" (Frengel, 1997-1998; Vaughan, 1985; Witt et al. 1994). Witt et al. (1994) reported that the "Truman Commission" did not create the term "community college", as the term had been around since the mid 1930s. The Truman Commission did, however, suggest that the name be applied to institutions designed to serve local community educational needs as their primary function (Witt et al. 1994). In addition, the report reinforced the concept of open access coupled with a service approach to education. While these concepts were not new, the popularization of the term "community college" signaled a shift in the focus of higher education toward meeting the needs of students, regardless of intellect or finances, as well as the needs of the community (Frengel, 1997-98; Vaughan, 1985; Witt et al. 1994).

The first century of America's community colleges, as described by Witt et al. (1994), included Tappan's 1851 evolution of an idea; Harper's 1901 junior college origin; the spreading of the junior college idea and the growth of the 1920s; the Depression and World War II; the expansion of the early 1960s; and the 1970s age of activism. These skillful, visionary early community college leaders had created a movement that would become a most significant piece of higher education, yet their leadership skills have not been documented.

Toward a Statewide System

By 1922, 37 states contained junior colleges. By 1930 there were 450, and by 1940 there were 610 colleges (Cohen & Brawer, 1996). By the mid-1960s the community college concept had clearly arrived in Tennessee (Nicks, 1979). Vietnam veterans were beginning to seep back into society

(Consacro & Rhoda, 1996), and increased industrial growth accompanied by the rapid movement away from an agrarian society gave rise to public demands to improve and extend the educational system. In 1963, a newly re-elected Governor Frank C. Clement consulted with the new state education commissioner, J. Howard Warf, in ongoing deliberations of the new colleges that were being proposed (Rhoda, 1979). The commissioner and his staff engaged in the difficult planning, study, and operations necessary to develop the concept of an orderly, high-quality college system.

Between 1965 and 1973, Tennessee developed a linked network of ten community colleges that were strategically located throughout the state. In response to this period of unprecedented expansion and change in higher education, the General Assembly created the State University and Community College System of Tennessee governed by the State Board of Regents in 1972. During this same time, a system of four associate-degree-granting technical institutes and 26 area vocational-technical schools also was established. These institutions were established as the result of a study that revealed four factors: Tennessee's colleges and universities had experienced tremendous enrollment increases; the existing institutions were pushed to capacity; a different type of postsecondary education was needed in Tennessee; and postsecondary education needed to be made more accessible to an increasing number of students (Nicks, 1979).

According to Consacro & Rhoda (1996), Tennessee's community colleges have developed under extremely positive conditions over the last 30 years. The governance function of the Tennessee Board of Regents expanded in 1983 to include the state's 26 area-vocational technical schools and four technical institutes and to date, the four technical institutes have now become public two-year institutions as well.

The carefully laid master plan for the establishment of Tennessee's community colleges considered the impact these colleges would have on local and state economies. Location, therefore, was a primary consideration, and communities competed keenly for the institutions (Consacro & Rhoda, 1996). Larger cities with industrial and business growth were selected, serving a number of surrounding counties known as "service areas." This plan not only made the counties more attractive for increased industrial and business growth, but also facilitated student access such that every Tennesseean would have access to higher education opportunities within driving distance of home. For these same reasons, the term "community college" was chosen rather than "junior college". The community colleges individually selected offerings of transfer degree programs, as well as technical and certificate programs.

Today these community colleges continue to prosper and to share "an enduring commitment to quality and a dedicated responsiveness to their communities" and have gained public confidence and trust (Consacro & Rhoda, 1996, p. 575). The student headcount in 1985 was 46,746 and in 1989, almost 65,000 students attended Tennessee's community colleges. According to Walker (1998) at the Tennessee Board of Regents, headcount in the fall of 1997 was 77,039, and Consacro & Rhoda (1996) reported that conservative planning projects an enrollment that will exceed 92,000 by the year 2000.

The strength and stability of the leadership and vision of Tennessee's community college pioneers played an integral part in the emergence of these viable, dynamic institutions. The environment in which leaders find themselves today, however, is very different from the environment of thirty years ago. The community college has witnessed drastic changes, which are expected to demand more from the community college leaders than ever before (Harlacher & Gollattscheck, 1994). According to Harlacher and Gollattscheck (1994), "never in our history has there been a greater need for leadership at all levels of the American community college" (p. 15).

Leadership and Leadership Models

According to Bass (1990), the success or failure of an institution is often the result of a single critical factor: leadership. Vast amounts of literature exist as the result of the collective efforts of numerous educators and researchers to address this factor. Bennis and Nanus (1985) wrote that:

> Leadership is the pivotal force behind successful organizations and that to create vital and viable organizations, leadership is necessary to help organizations develop a new vision of what they can be, then mobilize the organization change toward the new vision (pp. 2-3).

Despite the significance of statements of this genre, leadership remains difficult to define. James McGregor Burns asserted that "leadership is one of the most observed and least understood phenomena on earth" (1978, p. 2), and Cronin (1993) referred to leadership as the most widely talked about subject, yet one of the most elusive and puzzling. Bennis (1989) stated that leadership was like beauty: hard to define, but one knows it when one sees it. Bennis and Nanus compared leadership to "the Abominable Snowman, whose footprints are everywhere but who is nowhere to be seen" (1985, p. 20). Bass (1990) reported a rich variety of possible definitions, including the focus of group processes as personality attributes, the art of inducing compliance, an exercise of influence, or a particular kind of act. He concluded that defining leadership should depend on the purposes to be served by the definition. Bass defined leadership as "an interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions and expectations of the members" (1990, p. 19), while Hersey defined leadership as "any attempt to influence the behavior of another individual or group" (1984, p. 16). Roueche et al. defined leadership as it applied to the community college as "the ability to influence, shape, and embed values, attitudes, beliefs, and behaviors consistent with increased staff and faculty commitment to the unique missions of the community college" (1989, p. 18). There was no single widely accepted definition of leadership. There were different styles, different settings and matters of context that lead to the conclusion that a search for common definitions brings one quickly to clichés.

Schein (1996) suggested that one reason so many different theories of leadership existed was that different researchers had focused on different elements of leadership. Schein (1996) said that at one level all theories were correct, because they all identified one central component of the complicated situation of leadership, analyzed that component in particular, and ignored other details. He continued, however, that all theories lacked a concern with organizational dynamics, especially when different organizations had different needs and problems at different stages of growth.

Trait Model

Bensimon et al. (1989) categorized leadership models into at least six major groups that provided a convenient way of organizing a vast array of leadership material, and Hollander and Offermann (1993) grouped the historical development of leadership models in a similar way. These categories were described as trait, power and influence, behavioral, contingency, cultural and symbolic, and cognitive. An examination of the categories revealed what an effective leader should be, what should be accomplished, and/or how the leader should carry out the leadership role.

The original trait model of leadership that dominated the study of leadership in the 1950s proposed that leaders were endowed with universal characteristics that made them effective (Bass, 1990; Bensimon et al. 1989; Hollander & Offermann, 1993). These authors agreed that the traits were usually fixed or innate, although sometimes some of the characteristics could be developed. Galton's "Great Man Theory" shared the essence of the trait model; however, neither of these took into consideration situations leaders faced, the followers, or the quality of the leaders' performance (Hollander & Offermann, 1993). Leaders with one set of traits might be successful in one situation yet not in another. Bass (1990) summarized studies completed through 1947 and reported that leadership was not a matter of passive status or the simple possession of a combination of traits. Bensimon et al. (1989) and Hollander and Offermann (1993) stated that, while no specific traits had proven to be essential for successful leadership, some traits were still important.

Power and Influence Model

Power and influence models examined the sources and amounts of power available to leaders and the way that power was exercised over followers through unilateral or reciprocal interactions (Bensimon et al. 1989). Hoy and Miskel (1991) stated that the essence of control was power. According to Bass (1990), leaders with the motivation and willingness to use power in their dealings with others used their interactions more consciously with others to get what they wanted, gaining control over situations. Leaders with skill in the use of power embedded that power in communication with others and used tactics to influence what happened.

Bass (1990) and Bensimon et al. (1989) recognized social power and social exchange as themes of the power and influence model. Social power, or how leaders influenced followers, could be by virtue of office (officer), by virtue of personality (informal leader) or by both office and personality (formal leader) (Bensimon et al. 1989). While social power emphasized one-way influence, the social exchange aspect viewed power as a kind of exchange. Blau, (1964) in describing social exchange, emphasized a two-way mutual influence and reciprocal relationship between a leader who might provide needed services to followers in exchange for the followers' approval and compliance with leader demands. This was in keeping with Burns' (1978) transactional leadership, where there was a relationship between leaders and followers based on an exchange of highly regarded things, with each understanding that related motives were being brought to the bargaining process. French and Raven (1968) proposed five bases of power: legitimate power, reward power, coercive power, expert power and referent power.

Bass (1990) viewed transformational leadership as an addition to transactional leadership in generating positive outcomes. Although transactional leadership and transformational leadership were viewed as opposite ends of a continuum by Burns (1978), transformational leadership transcended meeting subordinates' basic needs by motivationally and morally elevating followers' levels of commitment. Purposes became fused under transformational leadership, as opposed to remaining separate but related, under transactional leadership. Inspiring a shared vision was part of transformational leadership, according to Kouzes and Posner (1995). Transformational leadership created performance beyond what was expected (Bass, 1990).

Behavioral Model

Behavioral models considered neither leader characteristics nor the sources of their power, but what leaders actually did in regard to patterns of activity, managerial roles, and behavior (Bensimon et al. 1989). The Ohio State Leadership Studies project, conducted in the 1940s, produced the Leader Behavior Description Questionnaire (LBDQ) (Hoy & Miskel, 1991). The LBDQ measured two basic dimensions of leader behavior - initiating structure (task oriented) and consideration (relationship oriented)(Halpin, 1966). Task-oriented leaders stressed activities such as directing, coordinating, planning and problem solving, while relationship-oriented leaders exhibited friendship, trust, warmth, interest and respect in relationships between the leader and work group members (Bensimon et al. 1989).

Contingency Model

The fourth perspective on leadership recognized that effective behavior was contingent on the situation, and was referenced as the contingency approach. The contingency approach underscored that different situations required different patterns of traits and behavior for effective leadership (Bensimon et al. 1989, Hoy & Miskel, 1991). Contingency models accentuated that things do not always turn out as planned, especially when other people are involved. The three major contingency models recognized in the literature were:

1. House's path-goal approach - This approach was so defined because it explained how leaders influenced their subordinates' perceptions of work goals, personal goals, and paths to goal attainment. Effective leaders enhanced the acceptance, satisfaction, and motivation levels of their subordinates (Hoy & Miskel, 1991).

2. Fiedler's contingency model - This model suggested that leaders were primarily motivated to be either task or relations oriented, (Fiedler, 1967) and suggested that the most effective way of improving leadership was to place leaders into positions suitable to their personal leadership orientation instead of changing their styles (Bensimon et al. 1989).

3. Hersey's situational model - This model did not refer to the motivational needs of the individual, but rather to the two dimensions of leader behavior (task behavior and relationship behavior) that were cross

positioned to define four leadership styles (Hoy & Miskel, 1991).

Cultural and Symbolic Model

Leadership is more than the technical and interpersonal aspects of efficient management. It also has a cultural side. Cultural and symbolic views of leadership proposed some paradigm shift as organizational participants developed and re-created shared meanings that influenced their perceptions and their actions (Bensimon et al. 1989; Hoy & Miskel, 1991). Bensimon et al. (1989) proposed that a major factor in leadership success was the degree to which leaders were able to articulate and influence cultural norms and values. One expectation of a leader was to mold culture by creating new symbols, myths, and organizational sagas. Cunningham and Gresso (1993) wrote that culture must be understood, cared for, and transformed. Culture generates stories that unite people. Cultural and symbolic theories view the leader as inventing reality for followers (Bensimon et al. 1989).

Cognitive Model

The final model reviewed was the cognitive model. Closely related to the cultural and symbolic approach, the cognitive model of leadership emphasizes the social cognition of organizations. Bensimon et al. (1989) reported that under this model, followers "saw" evidence of the effects of leadership, even when it did not exist. Perception was what mattered; therefore, if leaders were seen doing things effective leaders do, then they were considered effective.

While Green (1988) found that many models of leadership had emerged, it can be assumed that no single model consistently produces an effective leader. Leaders are very much products of their particular eras, cultures and organizational settings. All forms of leadership, however, are inspirational and involve facilitating change (Munitz, 1998). One mission of the community college is the development of leaders for society. While hundreds of "leadership studies" workshops are offered for continuing education units on community college campuses every year, questions arise as to the attention higher education gives to the development of its own leaders.

Effective institutions are those that satisfy the key stakeholders that they serve, including students, faculty, staff, and the community. To reach this goal on a constant and steady basis, community colleges must obtain and maintain the highest level of energetic, creative and dedicated performance from their staff. People in organizations will only produce such an effort if certain important conditions are met. Most of those conditions are predicated upon leaders' behavior and the climate established by such behavior (Wharton, 1997).

Hesselbein, Goldsmith and Beckhard (1996) brought together a peerless selection of leaders, best-selling authors, world-renowned consultants, and respected executives to share a vision of the future of leadership and consolidated the authors' works in The Leaders of the Future. One leading author, Peter F. Drucker (1996), stated that leadership personality, leadership style, and leadership traits did not exist. He noted that the one and only common personality trait effective leaders held was that they had little or no "charisma" and little use for either the term or what it signified. (Drucker, 1996). Drucker concluded that effective leaders know four things:

1. The only definition of a leader is someone who has followers.
2. An effective leader is not someone who is loved or admired. Popularity is not leadership. Results are.
3. Leaders are highly visible. They set examples.

4. Leadership is not rank, privileges, titles or money. It is responsibility (1996, p. xi-xii).

Perspectives on a Leadership Crisis

According to Bensimon et al. a perception existed that higher education was experiencing a "great leadership crisis" (1989, p. iii). There was a call for better, stronger, more visionary and bolder leadership. Reports such as To Reclaim a Legacy (Bennett, 1984) intensified the theme of the decline of higher education. Bennett (1984) challenged presidents to be more courageous in assuming the role of leadership in curricular reform. Keller (1983) postulated that despite the new era that American higher education had entered that required better planning, strategic decision-making, and more directed change, there had been a progressive breakdown of governance and leadership in higher education. Addy (1995) stated that an urgent concern of higher education was to strengthen presidential leadership.

Kamm (1982) endorsed the view that higher education in America was experiencing a shortage of great leadership, and that although administrators may have been capable "keepers of the shop," all were not leaders (p. x). Gardner (1993) noted that serious issues of leadership facing this society must be understood. According to Gardner (1993), fragmented leadership hampered the ability to think about such big questions as where are we headed, where we want to head, what the major trends determining our future are, and what should be done about them. He argued that failure of confidence was a malady of leadership today and advocated that a high proportion of gifted young people be immunized with the antileadership vaccine, a vaccination against any tendencies to leadership!

Results of a leadership poll survey conducted by the Leadership Project were recently published by Munitz and Breneman (1998). The original leadership poll survey had been conducted in 1975, with survey results naming 44 influential leaders in higher education. The study was repeated in 1978 and 100 young leaders in higher education were named. Munitz and Breneman (1998) embarked on repeating the study in 1997. The effort to find the next generation of leaders produced only 40 young leaders, thereby confirming the research team's belief that identifying young leaders today was a far more difficult task than it was 20 years ago.

Munitz and Breneman (1998) stated that there was a need for young, vital leaders for the years ahead. While they were not ready to declare a crisis, they were troubled by the results of the Leadership Project survey. Despite Munitz and Breneman's (1998) personal optimistic outlook, they reported that one piece of the Leadership Project survey revealed that 61% of those surveyed believed that a leadership crisis existed in higher education.

At least two reasons were cited for the reported shortage in leaders. First, because of the period of higher education's rapid growth and development of 20 years ago, young leaders were presented with more opportunities early in their careers (Munitz & Breneman, 1998; Vaughan, 1986). The second hypothesis posited that because of the lack of growth in higher education in recent years, a flow of talent had moved into business and industry, a more dynamic sector of the economy.

Upper-level administrators, particularly presidents, concurred with the reasons for the loss of young talent. They confirmed that stress and burnout, high turnover, seemingly endless reports of no-confidence votes, firings, upheavals, and power struggles had driven some promising individuals to pursue leadership positions outside academe (Gallego, 1998; Vaughan, 1986). Gallego expressed that "academic leadership has become less attractive because leaders - presidents and chancellors - have become lightning rods. They are not respected as they once were and are considered expendable" (p. 3). Mercer (1998) reported that a survey completed by the American Council on Education indicated the pressures felt by college presidents were due in part to institutional complexity, increasing intervention of governing boards, and pressure to do more with fewer resources.

Fisher (1997) concluded that the stage was set for strong, innovative, transformational leadership in higher education and that the emergence of such leadership was imperative. Bennis and Nanus reported a chronic crisis of governance and defined the crisis as the "pervasive incapacity of organizations to cope with the expectations of their constituents" (1985, p. 2). In addition, they reported that this was the moment in history when a comprehensive strategic view of leadership was needed by large numbers of leaders in every job. These leaders must commit people to actions, convert followers into leaders, and convert leaders into agents of change (transformational leadership).

Several authors embraced the concept that community colleges grow their own leaders, with every leader being responsible for the talent development and potential magnification of a young leader. Harlacher and Gollattscheck (1994) wrote that community college presidents should make leadership development a major part of their daily activities. These activities should include taking responsibility for the development for new leaders, as well as making leadership development an ongoing institutional objective. Gallego (1998) reinforced the concept and stated that a tragic situation existed when powerful individuals and leaders of this generation did not mentor, develop, or share with the next generation. He considered that presidents should strengthen all efforts to ensure full participation of women and minority leaders, recognizing that leadership may be found at many levels.

Mercer (1998) relented that despite some progress in the appointment of women and minorities to top positions in colleges and universities, the pace of advancement was still slow. Women held about 16.5% of all presidencies in 1995, up from 9.5% in 1986 and 11.8% in 1990. Women comprised about 22% of all new appointees between 1991 and 1995, however. Minority progress was even less gradual than that for women, Mercer reported (1998). Over the past decade, the proportion of presidents that were members of minority groups grew from 8.1% in 1986 to 10.4% in 1995. Twelve percent of the presidents appointed between 1986 and 1990 were minorities (Mercer 1998).

In examining women and minorities as educational leaders, Hill and Ragland (1995) reported two influences that were at work changing leadership concepts. First, when women and minorities were considered, a wider population was envisioned as having leadership potential. Flattened hierarchy and decentralized decision making contribute to the second influence on leadership concepts. To ensure that equal consideration is given to women and minorities, search processes should be enhanced and a commitment to leadership development must become a part of continuous improvement.

During the last three decades, the diverse and flexible leadership of Tennessee's community colleges has built a successful unified network of 14 community colleges. During this time, America, as well as the state of Tennessee, has experienced unparalleled change, and stability does not appear to be a part of the near future. The rapid, drastic changes in the demographics of this country are mirrored in the demographics of the community colleges.

New Challenges for Leadership Crisis

Just as much of the success of the junior college movement has been attributed to early leaders such as Harper, Campbell, Koos, Eells, and Bogue, much of the success of Tennessee's community colleges may be attributed to the leaders' ability to respond quickly to the changing needs of community. To be effective today, the leadership may not, however, merely hold on to programs and concepts that have worked effectively in the past. A new stage in educational history that includes new challenges for leadership has been set. Bennis and Nanus (1985) proposed that problems could not be solved without successful organizations, and organizations could not be successful without effective leaders. Institutions must identify the competencies needed for leadership, develop young leaders, and carefully select the right person for every job.

One way to meet the leadership challenge is through the creation of learning organizations, organizations skilled at creating, gaining, and transferring knowledge, and at modifying behavior to mirror new knowledge and insights. Learning organizations have a close connection to a vision of continuous improvement and growth, self-knowledge, and the attainment of wisdom. The principal tenet of a learning organization is the development of a society where individuals' constant learning and growing will lead to a world that can better respond to its unique historical conditions (Rose, 1996). Learning organizations continuously learn to think in new ways and develop new means of acting on this knowledge. Senge (1990) identified "five disciplines" to change how people think and interact so that learning becomes a way of life in organizations as opposed to a one-episode event. These disciplines are personal mastery, mental models, shared vision, team learning, and systems thinking. Systems thinking, the fifth discipline, was the cornerstone of the learning organization as it helped individuals define patterns and learn to reinforce or change them effectively. Institutions must continue to embrace adaptation and change to move into the next millennium successfully, and someone must step forward to lead them.

Attributes

Vaughan (1986) stated that the surest way to an upper-level administrative position, i.e., the community college presidency, was through the academic pipeline. Of the 590 presidents surveyed in his Career and Lifestyle Survey, 226, or 38%, had served as college chief academic officers prior to assuming the presidency and 72, or 12.2%, had left a position of vice president to assume the presidency. Deans of community colleges accepted 4.6% of the presidencies, while slightly over 15% entered the presidency from a variety of other community college positions. Fewer than a dozen presidents entered the presidency from jobs outside education (Vaughan, 1986). A 1995 study published by the American Council of Education reiterated the presidential selection process (Mercer, 1998). The study found that 47% of presidents had been vice-presidents and 12% had been deans or associate deans. Also revealed was the fact that although 72.2% of all presidential candidates came from outside of the hiring institution, leaders tapped from outside of higher education decreased from 10.1% in 1986 to 8.6% in 1995. It is therefore concluded that at some point in time before assuming the presidency, the majority of community college presidents were mid-level and then upper-level managers, either on the academic side or the administrative side of the institution. Vaughan (1986) also indicated that "presidents tend to see essentially the same skills and abilities as being important for their subordinates as they see for themselves" (p. 193). Teixeria (1998) stated that many internal candidates desired the presidency so that they may hold a position in which they may be visionary. For these reasons, and because specific literature on competencies necessary for mid-level managers to succeed in upper level administration at the community college level was sparse, one focus of this literature review relates to leadership competencies of community college presidents. A second piece of the literature review focuses on other higher education literature, as well as on selected business and management review of leadership competencies.

One doctoral dissertation, entitled Competencies of Future Community College Presidents: Perceptions of Selected Community College Presidents, was completed by Keller (1989). Keller developed an initial list of competencies, defined each competency, selected a Delphi panel, administered three questionnaires, and then analyzed the data. The Delphi panel reached consensus on 41 of the 43 competencies that had been identified by Keller. The competencies were organized under the three categories established by Stogdill in his leadership studies. These categories were leadership, group-related, and personal characteristics. Selected literature from higher education in general and from business and industry determined that the competencies selected by Keller were consistent, for the most part, with the competencies identified in this study. One of the recommendations made by Hammons and Keller (1990) in a follow-up article was that the methodology used in Keller's study be used in similar research to identify competencies for future community college vice presidents, deans, and chairpersons. A complete list of competencies established by Keller can be found in Table A-1 in Appendix A. For simplicity and clarity, I developed this and all subsequent tables from texts of original sources.

Education Literature

The review of education literature regarding leadership competencies consists of a historical overview of the works of well-known leadership authors. Although some of the literature appears dated, it is included in the review to provide the reader with a comparison between leadership attributes of the past and those of the present.

Community College Literature

One of the earlier studies on the community college was written by Gleazer (1968). He described his work with a great deal of enthusiasm as "an account of one of the fastest-breaking news stories in higher education today" (p. v-vi.). Gleazer stated that the staff was a decisive factor in the success of a community college. In this work, he established criteria for selecting a president and emphasized the importance of a program funded by the W. K. Kellogg Foundation, the first concerted and systematic approach to the preparation of professional leadership for community colleges. In This Is The Community College, Gleazer (1968) suggested measuring a presidential candidate's attitudes and abilities against following criteria:

> Conviction of the worth and dignity of each individual for what he is and what he can become. Commitment to the idea that society ought to provide the opportunity for each person to continue appropriate education up to the limit of his potential.
>
> Appreciation of the social worth of a wide range of aptitudes, talents, interests, and types of intelligence. Respect for translating these into suitable educational programs.
>
> Understanding of the interpersonal processes by which the individual comes to be what he is.
>
> Appreciation for the interaction of the college and other social institutions and agencies - the community, family, and church organizations - in providing a social milieu for personality development.
>
> Knowledge of community structure and processes. Capacity to identify structures of social power and the decision makers involved in various kinds of community issues.

> Understanding of education in our society and viewpoints about its role. Acquaintance with critical contemporary issues in education. Appreciation of the responsibilities of elementary and secondary education as well as those of higher education.
>
> Commitment to community college services as part of a total educational program. Constructive and affirmative views toward the assignment of the comprehensive open-door institution.
>
> Some understanding of the elements at work which are changing society throughout the world. Awareness of the significance of population growth, shifts in population, changes in age composition of population, the dynamics of aspirations and ambitions in cultures on all continents, the rapidity of technological development, societal resistance to self-examination and criticism, and other developments foretelling social change.
>
> Ability to listen, understand, interpret, and reconcile. Capacity to communicate (pp. 104-105).

Although written 30 years ago, Gleazer's list of attributes and abilities could easily be incorporated into today's search committee guidelines for upper-level administrators.

Evans and Neagley (1973) wrote that the selection of a community college president was one of the most important functions that a board of trustees performs. They said that community college presidents must be administrators, educational leaders, public relations experts, and scholars. According to a questionnaire sent to trustees in private and public colleges, ten desirable characteristics for college presidents were identified by Evans and Neagley (1973). They included:

> Leadership in maintaining high academic standards.
> Good judgment in selecting faculty and staff;
> Ability to maintain high morale among faculty and staff;
> Facility for making good friends in the institution;
> General intellectual leadership in the college and community;
> Fairness and honesty in treatment of faculty;
> Good judgment in promoting faculty and staff;
> Ability to maintain a balanced budget;
> Respect accorded him by other educators; and
> Influence of his moral character on students and faculty (pp. 61-62).

Based on a study of 27 two-year colleges and 30 four-year colleges, Stalcup (1981) reported that separate programs to prepare two-year and four-year college administrators were unnecessary. Presidents, deans, and chairpersons at the selected colleges were provided with a list of tasks required to perform administrative functions. The responses were compared to determine if sufficient differences existed in their administrative tasks. Planning, organizing, staffing, directing and leading, and controlling were found to be common administrative functions for the positions of president, vice president, dean, and department chairperson in the two-year colleges by Stalcup (1981). A complete list of tasks can be found in Table A-2.

Fryer (1984) examined the aspect of developing leaders through graduate education and outlined ten dimensions of knowledge. Fryer stated that some qualities or characteristics might be susceptible to development through academic training. He stated that it was not likely that persons could serve as effective leaders over time unless they possessed a specific group of qualities. Table A-3 lists these qualities.

Vaughan (1986), in his book titled The Community College Presidency, noted that positions of leadership, including college presidencies, bring frustrations as well as rewards. These frustrations were usually associated more closely with day-to-day administrative tasks for the presidency than with broad leadership functions. These frustrations included sources from outside the institution, as well as time constraints, personnel decisions, financial constraints, and internal conflicts. The main pressures came from business leaders, politicians, and special interest groups, including faculty.

Vaughan administered a Career and Lifestyle Survey to determine personal attributes, skills, and abilities. The results of the survey revealed a specific set of skills, in order of importance. Vaughan (1986) contended that the ability to produce results was the top skill associated with the successful president. Those personal attributes receiving the highest ratings were integrity, good judgment, courage, and concern for others (Vaughan, 1986). Of considerable importance, but ranking near the bottom, was charisma. Interestingly, when the top-ranked skill of "produce results" was considered along with the top-ranked personal attributes of integrity, judgment, courage, and concern for others, Vaughan found that potential conflict was inherent between the moral-laden personal attributes and the more external, results-oriented skills.

Vaughan (1986) recognized that selecting capable people was one of the top two skills identified as needed by successful presidents. He therefore explored the skills and abilities considered important in presidential subordinates. The highest-held priority for presidents and for their subordinates was "producing results", supporting the fact that presidents tend to see essentially the same skills and abilities important for their subordinates as they see for themselves (Vaughan, 1986). A complete listing of personal attributes, abilities, and skills can be found in Table A-4.

Kerr and Gade (1986) set forth a list of essential functions that must be performed by the executive group around the president, and indicated the core responsibilities the president should have to perform as well. They explained that in community colleges, presidents must often have a "hands-on" style, and the responsibilities of the administration and the executive group may overlap. The comparison of these responsibilities can be found in Table A-5.

According to Roe (1992), the best place to look for attributes that contributed to success in leadership was among those who were successful. Roe replicated a 1989 study completed by Roueche et al. to assist in the identification and training of future community college leaders. The respondents identified seven themes: vision, people, motivation, influence, values, readiness, and followership. Roe wrote that these were the essence of effective community college leadership. The attributes of the seven themes appear in Table A-6.

According to Gibson-Benninger, Ratcliff and Rhoads, (1995) a basic challenge facing community college presidents was to create an environment in which diverse qualities of staff made positive contributions to the organization. The authors stated that the way to achieve this challenge was to transform institutional leadership from a top-down model to a model of democratic leadership that produced opportunities for participative decision-making, leadership opportunities for women and minorities, and multicultural communities. Based on the exemplary programs at varied institutions and democratic leadership principles, Gibson-Benninger et al. (1995) viewed certain elements as essential to leadership preparation. These elements included an understanding of organizations as cultures, participative decision making, a commitment to empowering diverse groups, a recognition of the need for mentoring, and an emphasis on team-building.

The President's Journey: Issues and Ideals in the Community College, written by Addy (1995), comprehensively described the professional and personal challenges that community college presidents face. Seven additional authors assisted Addy in offering views of the presidency. The text included topics such as making personal choices about the presidency, presidential character and ethics, gender and ethnicity issues, constituencies and their needs, boards and financial issues, and relationships with the media. Addy (1995) devoted the final chapter to the future of the community college and its presidency. At the 1993 Summer Workshop sponsored by the AACC's Presidents' Academy, 50 community college presidents identified the skills, characteristics, and attributes that would be needed by community college presidents in the next 10 years. Eight key skills were identified, and 37 additional characteristics or attributes were seen as being imperative for effective community college presidents. The eight skills included communication skills, management of resources, people skills, sorting and interpreting information, technical literacy, global orientation, sensitivity to cultural and economic diversity, and general and holistic thinking. The entire list can be reviewed in Table A-7.

The topic of leadership was featured in a recent issue of the Community College Journal with five members of the community college family sharing their thoughts on leadership and the direction leaders must take in the future. At Parkland College, Zelema Harris (1996) demonstrated collective leadership in annual seminars designed to develop leaders and to provide them with opportunities for practicing leadership throughout Parkland.

Roueche (1996) reviewed American higher education and posed several leadership challenges that were emerging as the 21st century approached. These challenges included the increasing role that technology would play in college operations, as well as increased community involvement by college administrators and an increased need for collaborative efforts. Roueche emphasized the prediction that our colleges would never again be what they were in the 1960s, 1970s, or 1980s, and as a result many new leadership challenges would face community colleges (1996).

Desjardins (1996) focused on creating harmony from diversity. Desjardins, Executive Director of the National Institute for Leadership Development (NILD), was involved in a study to determine leadership styles and competencies of community college presidents. The results of this study will allow NILD to develop an instrument that can be administered to prospective community college presidents to determine which leadership competencies they have and which they need to develop. Among the 22 competencies were:

> Team building, creating shared visions, maintaining a perspective while championing change, being both student and community centered, and valuing cultural pluralism. Competencies also include preventing

> crises, empowering others, and creating cohesiveness and innovation. Effective communication and board relations are also essential, as are being ethical and very pro-active in fiscal management. Leaders must focus on who the organization is and how and by what standards it works. (Desjardins, 1996, p. 14)

In his contribution to the leadership feature, Saenz (1996) examined how meaning and perceptions of leadership were recognized, revisited and refined. Saenz identified several attributes of good leadership, including a strong personal philosophy of life and values, the ability to listen to what people are saying or asking, a positive attitude, a sense of high self-esteem, tenacity, strong communication skills, and sincerity.

The final contribution to the Community College Journal feature on leadership was written by Belle Wheelan (1996). Wheelan considered the reasons why many people had shied away from the challenges of leadership positions. Despite the public's careful scrutiny, their questioning of leaders' integrity and intelligence, and the lack of public trust, Wheelan wrote that "leaders today are greater risk takers than their earlier counterparts" (p.17).

An article written by Hankin (1996) focused on the continuing education needs of community college leaders. Because of the continual changes in the social, demographic and economic conditions, preparing for and keeping up with the real work was of immediate importance to community college leaders. Hankin (1996), along with other practitioners and researchers, concluded that "Just as colleges study everything but themselves, so too do practitioners of continuing education provide for the further education of everybody but themselves" (p. 44).

Pierce and Pedersen (1997) wrote that the great social change and personal uncertainty about the future had helped transform the community college presidency into a "calling of high expectations, broad responsibility and limitless challenges" (p. 13). According to these authors, the success of community college presidents, to a large degree, can be attributed to their personal adaptability, their role flexibility, and their sound judgment regarding difficult choices and unanticipated challenges.

McFarlin and Ebbers (1997) conducted a study to determine the relationship between selected preparation factors and the existence of outstanding leadership skills among community college presidents. These authors discussed how increasingly complex and difficult the challenges facing contemporary community colleges have become. As a result of the study, 17 of the 125 respondents were identified as leading presidents, and an analysis of the responses indicated that these 17 displayed higher rates of having earned terminal degrees, having majored in higher education with an emphasis on community college leadership, publishing and presenting scholarly work, involvement with both peer networks and mentors, and following non-traditional paths to their presidencies.

Much debate has evolved over the years regarding what skills and knowledge would contribute most to a graduate's ability to become a senior administrator in a community college. Vaughan and Scott (1996) affirmed that professors of higher education should "spend as much time and energy as is required to assure that graduates of their programs write clearly, present their thoughts logically, and follow accepted rules of grammar and punctuation" (p. 28). Vaughan and Scott (1996) attested that future community college leaders must learn to transfer the skills they use in their everyday conversation to writing. Fryer (1984), Vaughan (1986), McFarlin and Ebbers (1997) and Willardson and Muse (1998) supported the position held by Vaughan and Scott (1996).

One of the more recent studies regarding necessary competencies and attitudes of effective community college academic administrators was completed by Townsend and

Bassoppo-Moyo (1997). Their two-page survey included questions that gave administrators the opportunity to list knowledge, skills and attitudes they believed were currently needed by people entering academic administration and what they thought would become necessary for academic administrators in the next five to 10 years. The professional competencies and attitudes for community college academic administrators are listed in Table A-8.

Teixeira (1998) shared his view of how business and finance officers have used their management skills to reach the president's office, and suggested that although this was a non-traditional career path for the community college presidency, this route may become more common because of the environment of financial stress and rapid change. Teixeira (1998) wrote that a business officer finds the means to get things done, while a president has the ideas. When a business officer becomes president, the institution has both a visionary and a person who knows how to put plans into action. Teixeira (1998) wrote that in addition to possessing the skills to do the job, those who aspire to college presidencies must have vision and the ability to accomplish goals. Additional characteristics include experience as change agents, excellent interpersonal and communication skills, and good working relationships with constituents on-campus and outside the institution.

The final piece of literature reviewed in regard to community college leadership attributes was written by Pielstick (1998). Pielstick conducted a meta-ethnographic study of leadership literature, identifying themes, patterns and connections that defined transformational leadership. Meta-ethnography evolved from meta-analysis, providing a way to conduct an interpretive synthesis of qualitative research and other secondary sources not considered in meta-analysis. A profile of transformational leadership resulted from Pielstick's analysis, consisting of seven major themes with several components within each theme. The themes that emerged from the analysis included "creating a shared vision, communicating the vision, building relationships, developing a supporting organizational culture, guiding implementation, exhibiting character and achieving results" (Pielstick, p. 20).

Higher Education Literature

McIntosh and Maier (1976) examined management skills needed in a changing academic environment. They argued that administrators who were gifted in dealing with problems arising from the growth of yesterday may not have had the skills to handle problems of retrenchment. They said that the current problems in higher education may pose difficult problems for administrators who were chosen for their present jobs on the basis of their success in managing institutions during times of growth and expansion.

McIntosh and Maier (1976) considered the kinds of personality and skills administrators needed to lead an institution through then current and anticipated educational crises. According to McIntosh and Maier (1976), some of the essential skills for successful management included integrity, courage, intelligence, energy, and ambition. The personal characteristics that appeared to be most urgently needed in academe at that time were "a propensity to emphasize quality rather than expansion, coping abilities (including fiscal sense), and social responsibility" (p. 91). They stated that people who fulfilled those criteria were to be found within academic ranks at that time. The need to search for such people was critical, they argued, as the future of higher education depended on responsible administration. McIntosh and Maier's leadership characteristics can be found in Table A-9.

Eble (1978) wrote a handbook for college and university administrators, particularly for those entering administration for the first time. He considered complexities and subtleties of working with people, the skill and sensitivity necessary for doing it well, and the fulfillment of one's vision largely through other people to be an art, and appropriately entitled administration as such. He informed the reader that the root and body of the word "administer" was to "serve" (p.10), and supported Greenleaf's (1977) argument that "the great leader is seen as servant first" (Greenleaf, 1977, p. 7).

Eble (1978) made practical suggestions for new administrators and identified them as axioms. These axioms included:

> The way to big accomplishments is through painstaking attention to small details;
>
> Sorting out what there is to do is a first step in getting it done;
>
> Dealing with people is more taxing and time-consuming than dealing with things;
>
> Doing the things you don't want to do first can save the day for things you can do with enthusiasm and satisfaction;
>
> A job assigned may not be a job well done;
>
> Learning to write and speak simple, serviceable English;

> Developing a strong office staff begins with dignifying the work that needs to be done;
>
> There is never enough time. The able administrator makes the available time fit; and
>
> You'll always fall behind; you'll never catch up (pp. 12-25).

Eble (1978) also listed the "ABC of Administrative Realities." They can be found in Table A-10.

In his workbook for academic administrators, Brown (1979) proposed a list of skills that presidents and chief academic officers thought were most needed in their jobs. By identifying these skills, personal strengths and weaknesses could be self-assessed, and self-development strategies could be designed.

According to Brown (1979), leaders must provide a sense of direction, project a sense of enthusiasm, and furnish a structure for implementation. He asserted that leaders learn best from colleagues, as ideas from colleagues spark new ideas and thoughts. Three "umbrella" characteristics, which included 12 leadership qualities were identified by Brown. Table A-11 defined these qualities (Brown, 1979, pp. 79-81).

Kamm (1982) wrote that leadership for leadership was the number one priority for presidents and other university administrators. He recognized that sound administration was always desired, but only when able administration was coupled with leadership did an institution of higher education have the opportunity to come to full fruition.

In a study completed by Kamm (1982), a select group of 33 presidents was asked to, "Please list several of the most essential personal and professional qualities to be possessed by a president, if he or she is to lead effectively" (p. 55). The personal and professional qualities often overlapped, but Kamm's main purpose was to identify those qualities, whether personal or professional, that had meaning in relation to presidential leadership. The personal qualities fell into several groupings:

> Capacity for hard work, good health, physical vigor, energy and emotional stability;
> Integrity, honesty, sincerity and fairness;
> Courage;
> Friendliness, empathy, respect for the individual worth of a person, a liking for people, and an understanding of and respect for self and others;
> Perseverance, staying power, dedication, drive and self discipline; and
> Flexibility, enthusiasm, optimism, positive thinking, patience, common sense, and sensitivity (pp. 55-57).

Kamm's categorization of professional qualities fell into four major groupings identified as competency, credentials, presidential leadership in the academic community, and people, their roles, relationships and development. A complete listing of the specific qualities under each of the four major groupings can be found in Table A-12 (Kamm, 1982, pp. 57-59).

Bennis (1993) expressed the belief that, given the nature and constancy of change and the global challenges facing American business leadership, right choices would come from understanding and embracing the leadership qualities necessary to succeed in a global economy. Despite an earlier writing by Bennis and Nanus (1985) that contended that leadership competencies had remained constant, Bennis (1993) argued that in order to survive in the 21st century, a new generation of leaders - not managers - would be needed. Bennis (1993) arrived at a list of descriptors of a good leader. This list can be found in Table A-13.

Cronin (1993) reflected on leadership and education for leadership. Cronin observed that the study of leadership needed to be linked or merged with the study of followership, affirming that the more that was learned about leadership, the more the leader-follower linkage was understood and reaffirmed. In looking for leadership and organizational affiliations, people look for significance, competence, affirmation, and fairness. Cronin offered a list of leadership qualities identified in Table A-14.

Hill and Ragland (1995) conducted interviews with women and asked them to list five words that described their prospective leadership styles. Similar categories revealed problem solvers and creators of vision and ideas as the most common group of identifiers, followed by high expectations of performance for self and others. Trustworthiness, fairness, dependability and honesty in dealing with people ranked third. Based on Thompson's (1993) work, Hill and Ragland published a self-assessment of leadership competencies to assist women and minorities in analyzing and clarifying skills and strengths, as well as providing assistance for professional-development goals. These competency categories are identified in Table A-15.

Kouzes and Posner (1995) presented a broad scope for viewing leaders in every industry and all walks of life, including education. They envisioned there to be no shortage of challenging opportunities to radically alter the world that we work and live in; therefore, leaders needed to know how to get extraordinary things done in organizations.

Kouzes and Posner (1995) surveyed several thousand business and government executives, asked for admired personal traits or characteristics of superiors, and reported that the results of their survey were strikingly consistent with other surveys completed in past years. Their leadership qualities are listed in Table A-16.

Willardson and Muse (1998) stated that senior administrators often filled key roles in the successful operations of college and university functions and concluded that little was known about the career paths the individuals chose that helped them reach their positions of responsibility. They identified specific characteristics relating to personal qualities, professional qualities, and educational aspects. These characteristics are listed in Table A-17.

Business and Management Literature

A study involving 20 FORTUNE 500 companies was conducted in 1994 to identify the key to effective quality leadership. The author of the study, Charles D. Cook II, said:

> The key to enabling leaders to take advantage of quality skills and concepts is to provide the support systems from the start and develop individuals' abilities to use an open learning process. Developing effective leaders demands continuous learning and accountability. (p. 14)

The fundamental leadership characteristics were identified as intelligence, vision, self-authorization, communication skills, self-discipline, emphasis on process and results, and the earned trust and respect that comes with experience.

Crosby (1996) contended that the field providing most of today's leaders was business. In business, those who were in charge were appointed rather than selected; therefore, many people reported to someone who was inadequate to the task of supervision. Real leaders may not have titles on their doors. Real leaders, however, will choose who is the best person for a job, create a way to do things better, convince followers of what they want to know, and cause things to happen (Crosby, 1996). According to Crosby, would-be leaders must comprehend, internalize and implant the four "Absolutes of Leadership":

> A clear agenda - one is personal, the other is organizational.
> A personal philosophy - Learning, innovating and deciding.
> Enduring relationships - respect.
> Being worldly - technologically, globally (p. 3).

Although Drucker (1996) asserted that "leadership traits" do not exist, he admitted that effective leaders under his observation all behaved in similar ways. This behavior included:

> They asked, "What needs to be done?" not "What do I want?"
>
> They asked, "What can and should I do to make a difference?"
>
> They constantly asked, "What are the organization's mission and goals? What constitutes performance and results in this organization?"
>
> They were extremely tolerant of diversity in people and did not look for carbon copies of themselves.
>
> They were not afraid of strength in their associates.
>
> They fortified themselves against the leader's greatest temptations - to do things that are popular rather than right and resist doing petty, mean, sleazy things (pp. xi-xv).

Handy (1996) revealed three "attribute paradoxes" that required great strength and character in leaders. These included a belief in oneself coupled with a decent doubt, a passion for the job united with an awareness of other worlds, and a love of people but a capacity for aloneness.

Schein (1996) made a forecast of the future of leadership and organizational culture. He predicted that institutions of the past may be obsolete and that new forms of governance and leadership must be learned. In addition, he said that perpetual learning and change would be the only constant, and that leaders of the future would need to have more of the following characteristics:

> Extraordinary levels of perception and insight;
> Extraordinary levels of motivation;
> Emotional strength;
> New skills in analyzing cultural assumptions;

> Willingness and ability to involve others and elicit their participation;
>
> Willingness and ability to share power and control according to people's knowledge and skills (pp. 67-68).

Schein (1996) concluded that "these characteristics will not be present in a few people all the time but will be present in many people some of the time, as circumstances change and as different people develop the insight to move into leadership roles" (p. 68).

Community College Leadership and the Future

According to Addy (1995), there may be "nothing more difficult for a community college president than adequately preparing the institution for a future which grows more and more uncertain as the days pass." (p. 129) Significant is the prediction that community college leaders must be positioned to forgo ways that no longer work and accept a variety of responses that will allow the community college to keep American working.

Roueche et al. (1989) wrote that today's community college leaders must be "strong enough to cope with problems of existing organization and the challenges it faces" (p. 10). They continued that presidents of community colleges must "develop and communicate their vision, mobilize people in new directions, and convert followers into leaders" (p. 10). Addy (1995) wrote that leaders of the future must be pathfinders.

Attributes Identified in the Literature Review

The final section of this chapter contains a synthesis of the attributes that were identified in previous sections. The literature produced a large number of sources that described leadership and many that listed the attributes thought to be important to leadership in the present and in the future. In some instances, when consistent with presentation in the literature review, the researcher and committee members combined two or more key concepts to create one attribute. The content analysis of the literature produced 38 leadership attributes. They are as follows:

1. Adapting easily to changing circumstances both within and outside the institution;
2. Analyzing situations accurately and efficiently;
3. Attracting and selecting quality people;
4. Building and maintaining peer networks outside the institution;
5. Building teams and fostering collaboration;
6. Communicating effectively (orally and in writing);
7. Conceptualizing a vision of the college's future

and communicating that vision to others;

8. Conducting sound financial planning and management;

9. Making and keeping commitments consistently;

10. Possessing personal integrity and a strong moral code;

11. Empowering diverse groups and promoting multiculturalism;

12. Establishing and coordinating an organized structure;

13. Using power to influence the beliefs and actions of others;

14. Inspiring and motivating others;

15. Interacting well in one-on-one situations;

16. Accepting, introducing, and monitoring change in people and structures in the institution;

17. Involving others in decision making;

18. Knowing when and when not to delegate authority;

19. Maintaining a positive outlook;

20. Maintaining composure and self control during difficult circumstances;

21. Maintaining a healthy physical, psychological, and mental self;

22. Maintaining a vigorous, vital, and energetic outward appearance;

23. Making sound and credible decisions;

24. Managing one's self and time;

25. Persisting to see planning through to completion;

26. Producing scholarly writing and research;

27. Resolving human conflict;

28. Demonstrating a sense of humor;

29. Empathizing with the plight of others; seeing through the eyes of others when necessary;

30. Tolerating criticism well;

31. Understanding organizations as cultures;

32. Using sound judgment;

33. Involving oneself in the life of the community inside and outside the institution;

34. Committing oneself to the mission of the institution;

35. Using contemporary technology appropriately;

36. Participating in continuing professional leadership activities;

37. Promoting mentoring others as a way to develop others in the institution; and

38. Taking risks willingly.

Summary

Because it has been recognized that an urgent concern of higher education was to strengthen presidential leadership, a call has been issued for better, stronger, more visionary, and bolder leadership. While reports of no-confidence votes, firings, upheavals, and power struggles have driven some promising individuals to pursue leadership positions outside academe, community college leaders have been challenged to be more courageous in assuming the role of leadership.

CHAPTER 3

METHODOLOGY

Overview

This chapter includes a description of the research design, the population, the sampling procedures and sample, the survey instrument, the pilot study, procedures for collecting the data, the statistical treatment applied to analyze the data, and the hypotheses.

Research Design

A review of the literature revealed a projected possible crisis regarding the leadership of community colleges (Bennis and Nanus, 1985; Bensimon et al. 1989; Elsner, 1984; Fisher, 1997; Gallego, 1998; Munitz and Breneman, 1998). This study examined perspectives of select community college presidents and vice presidents for academic affairs regarding leadership attributes that were currently observed as being practiced by mid-level managers in their institutions. The study also summarized these leaders' perceptions of leadership attributes they said mid-level managers would need to assume senior administrative positions, particularly the presidency, that would guide the institutions into the future.

A quantitative approach to this project was employed from a causal-comparative perspective. This method explores cause-and-effect relationships between phenomena, and involves a method of analyzing data to detect relationships. Descriptive and inferential statistics were used to test the hypotheses and answer the research questions.

Individual leadership attitudes and attributes have been identified in the literature. For example, there is a growing body of literature that suggests that older leaders might be less comfortable with technology than are younger leaders. Consistent with these findings, this research introduces seven independent variables in Table 1 as potential predictors of current observation and future importance.

The research literature has also identified thematic cultural changes that also can be also expected to influence the future importance of various leadership attributes. For example, greater ethnic/cultural diversity in the work place would likely increase the importance of multicultural understanding, to leadership effectiveness. Four such changes seem to receive much attention in the

Table 1

Independent Variables

Independent Variables	
X1	Gender
X2	Present Position
X3	Age
X4	Years of Experience in Higher Education
X5	Years of Experience in Current Position
X6	Experience in the Private Sector
X7	Number of Years in the Private Sector

more current literature. These are identified as multiculturalism, technology, team building and moral code.

Population

There are two populations in this study. The first represents the transformational presidents who were recognized by Roueche et al. (1989), who are still presidents of their institutions, and their vice presidents for academic affairs. The second represents all presidents and vice presidents of academic affairs currently serving in community colleges governed by the Tennessee Board of Regents. According to "The Nation" (The Chronicle of Higher Education Almanac Issue, 1988-99), there are 1,088 public two-year schools, 184 private two-year for-profit institutions, and 470 private not-for-profit two-year institutions.

Sampling Procedures and Sampling

Roueche et al. (1989) sought to design a systematic strategy to identify and examine transformational community college CEOs. Specifically, they wanted to describe the leadership attributes that community college CEOs possessed that enabled them to be identified as transformational leaders. In their book Shared Vision: Transformational Leadership in American Community Colleges, Roueche et al. (1989) asked each of 730 community college presidents and each state director of community colleges to identify community college presidents who were transformational leaders from their respective states. Two hundred and ninety-six CEOs were nominated as transformational leaders. For the purpose of this study, the subjects were the transformational CEOs who were still leading the institutions with which they were identified in 1989 by Roueche et al. Using this criterion, 65 presidents were identified. Because the review of literature revealed that most community college CEOs had reached the presidency from chief academic affairs officer positions, the vice presidents for academic affairs who served the transformational CEOs also were selected. This selection process resulted in a non-probability sample of 60 vice presidents for academic affairs.

In addition to the national transformational presidents and their vice presidents for academic affairs, 14 presidents and 14 vice presidents for academic affairs, the entire population of presidents and vice presidents for academic affairs at the public community colleges in the state of Tennessee, also were selected.

The national transformational presidents, national vice presidents for academic affairs, Tennessee presidents and Tennessee vice presidents for academic affairs are identified in Appendix B. The group selected included 27 states and represented most geographic regions of the country. The total non-probability sample of presidents and vice presidents for academic affairs consisted of 153 target participants.

Survey Instrument

Acquiring a list of attributes considered to be important to the success of community college leaders was vital to this study. Therefore, the construction of the survey instrument began with a review of the literature pertaining to community college, higher education and business-related leadership attributes.

To ensure that the review was comprehensive, dissertations, books, research articles, and journal articles were included. As the resources were reviewed, a matrix was constructed to gather the frequency of occurrences of each attribute. Appendix C illustrates the Leadership Attribute Matrix. Committee members and I recognized that some attributes appeared to be similar but were identified differently. These attributes were coupled such that only one label was used for the similar attributes.

The construction of the survey instrument was done by following the guidelines established by Gall, Borg and Gall (1996). These guidelines were based on research findings about factors that influence survey rates of return.

Henerson, Morris and Fitz-Gibbons (1987) defined attitude as a tool that allows order and consistency in what people say, think and do. The method of collecting the perceptions or attitudinal information in this study was identified by Henerson et al. (1987), as "reports of others" (p. 22). According to Henerson et al. (1987), this method was based on someone else's assessment of a person's feelings, beliefs, or behavior, allowing select community college leaders to report their attitudes or perceptions of leadership attributes currently observed as being practiced by mid-level managers, as well as perceptions of leadership attributes they reported mid-level managers need to possess to assume senior administrative positions that will guide the institutions into the future. The method proved to be most appropriate, as people whose attitudes are investigated directly are often unable or unlikely to provide precise information. The "reports of others" method assumed the reportee was unbiased and objective.

A Likert-type scale (Likert, 1932), a descriptive tool that measured attitudes at one point in time rather than longitudinally, was used to measure the perceptions of select community college presidents and vice presidents for academic affairs regarding leadership attributes observed as currently being practiced by mid-level managers. Perceptions of leadership attributes they believed mid-level managers need to possess to assume senior administrative positions in the future were also gathered by use of a second Likert-type scale.

Pilot Study

Thirty-eight attributes were listed in the original matrix and used to construct the pilot survey instrument. The pilot study was distributed on March 7, 1999, to the 15-member Executive Council at Walters State Community College. The instrument, entitled Community College Leadership Attitude Survey, (CCLAS) included a section of demographic questions. This information included gender, age, geographic location, present position, years of experience in higher education, years of experience in current position, and years of experience in the private sector. The CCLAS can be found in Appendix D. The second section included two Likert-type scales that were used to evaluate the leadership attributes. On one scale the respondents were asked to identify the degree to which they currently observed attributes being practiced by mid-level managers in the institution. A five-point Likert-type scale asked for frequencies of current observation including: 1 (Never); 2 (Infrequently); 3 (Frequently); 4 (Very); and 5 (Always). The second scale was also of a Likert-type and gave the respondents the opportunity to identify their levels of agreement regarding the future importance of each of the same attributes. This five-point scale included:

1 (Not Important); 2 (Somewhat Important); 3 (Neutral); 4 (Important); and 5 (Extremely Important).

A 100% response rate was received from the pilot respondents. As a result of individual interviews with each pilot test participant, valuable feedback was received, enhancing instrument reliability and validity. One part of the individual interviews asked each participant questions regarding the clarity of each attribute and if they had any doubt about what each attribute was defining. As a result of the recommendations of the pilot group, I split leadership attribute number one, "Adapting easily to changing circumstances both within and outside the institution" into two separate attributes identified as "Adapting easily to changing circumstances within the institution" and "Adapting easily to changing circumstances outside the institution." Attribute Number 10 on the original survey instrument, "Possessing personal integrity and a strong moral code", was divided into "Possessing personal integrity" and "Possessing a strong moral code." Attribute number 11, "Empowering diverse groups and promoting multiculturalism" became "Empowering diverse groups" and "Promoting multiculturalism." I also took the recommendation of the respondents and changed the Current

Observation numerical ratings to: 1 (Never); 2 (Rarely); 3 (Sometimes); 4 (Frequently); and 5 (Very Frequently).

The pilot testing, individual interviews and revision of the instrument assisted in improving the instrument and ensuring satisfactory degrees of validity and reliability. The final instrument expanded the number of items to 41, an increase of three over the original pilot survey.

Data Collection

On April 2, 1999, a cover letter describing the purpose of the study (Appendix E) and the Community College Leadership Attribute Survey was mailed to each president and vice president for academic affairs who had been selected for the study. Included in each mailing was a self-addressed stamped return envelope.

As explained in the cover letter, each survey was numerically coded for follow-up purposes. Each respondent's survey instrument was recorded as received. On April 30, 1999, a follow-up cover letter (Appendix E), a duplicate survey, and a self-addressed stamped enveloped were mailed to each participant who had not responded to the original survey.

Data Analysis

To help recognize and understand the relationships among the variables and causal connections, both descriptive and inferential statistics were used. Descriptive statistics, a mathematical process for organizing and summarizing numerical data, included frequency distributions, percentage distributions, measures of central tendency (mode, median and mean), and measures of dispersion (Folz, 1996). Inferential statistics were used to test the research hypotheses. The initial step in testing each hypothesis was to establish a null hypothesis.

A software package marketed by Scanning Dynamics, Inc., was used to create the original CCLAS survey. This software system allowed the encoding of each survey with hash marks, which enabled scanning the returned responses and recording the demographic data, as well as the Likert-type scale perceptions. The software allowed me to download the descriptive and inferential data into an Excel spreadsheet format and subsequently into the Statistical Package for the Social Sciences (SPSS) for data analyses.

Based upon the level of data and measurement, the statistical analysis included t-test for differences between two means and the statistical analysis known as analysis of variance (ANOVA). The $p < 0.05$ alpha level was set to determine significance.

Hypotheses

Ho1: There is no difference between the perceptions of leadership attributes currently observed as being practiced and the attributes that will be needed in the next 10 years.

Ho2: There is no difference between male and female respondents' perceptions about the importance of leadership attributes that they project will be needed by community college senior administrators during the next 10 years.

Ho3: There are no differences between the presidents and vice presidents for academic affairs who are 55 years of age or older, and the presidents and vice presidents for academic affairs who are 54 years of age and younger in their perceptions about the importance of leadership attributes that they project will be needed by community college senior administrators during the next 10 years. (The average college or university president is 56 years of age.) ("Profile of President Has Changed Little in Past Decade," 1998).

Ho4: There are no differences between Tennessee presidents and vice presidents for academic affairs and national presidents identified by Roueche et al. (1989) and their vice presidents for academic affairs' perceptions of the importance of leadership attributes that they project will be needed by community college senior administrators during the next 10 years.

Ho5: There are no differences between the perceptions of presidents and the perceptions of vice presidents for academic affairs regarding the importance of leadership attributes that they project will be needed by community college senior administrators during the next 10 years.

Ho6: There are no difference between the presidents and vice presidents for academic affairs with 0-10 years, 11-20 years, 21-30 years, and more than 30 years of experience in their current positions, regarding their perceptions about the importance of leadership attributes that they project will be needed by community college senior administrators during the next 10 years.

Ho7: There are no differences between the presidents and vice presidents for academic affairs with 0-10 years, 11-20 years, 21-30 years, and more than 30 years of higher education experience regarding their perceptions about the importance of leadership attributes that they project will be needed by community college senior administrators during the next 10 years.

Ho8: There are no differences between the presidents and vice presidents for academic affairs who have worked in the private sector in addition to higher education and those presidents and vice presidents for academic affairs who have not worked in the private sector in addition to higher education regarding their perceptions about the importance of leadership attributes that they project will be needed by community college senior administrators during the next 10 years.

Summary

The research design, population, sampling procedures and sample, survey instrument, pilot study, data collection, data analysis, and hypotheses are presented in this chapter. The non-probability sample consisted of a group of national community college presidents who had been identified by Roueche et al. (1989) as transformational leaders and the vice presidents for academic affairs who served these presidents. The population also included all presidents of community colleges governed by the Tennessee Board of Regents and their vice presidents for academic affairs.

The survey instrument was developed by me based on a comprehensive literature review, as well as on the results of the pilot study that was completed in March, 1999.

Both descriptive and inferential statistics were used for data analyses. Chapter 4 contains the analysis of the data and the findings.

CHAPTER 4

ANALYSIS OF THE DATA

This chapter provides an analysis of the data that were collected for this study. The study explored perspectives of community college presidents and vice presidents for academic affairs regarding future leadership in their institutions. The study ascertained the leadership attributes that select community college presidents and vice presidents for academic affairs currently observed as being practiced by mid-level managers, as well as the attributes that they perceived will be needed to guide the institutions through the next 10 years. The chapter includes information relative to the response rate, demographic information, an analysis of the research questions, and an analysis of the hypothesis testing.

Response Rate

A total of 153 participants at 79 institutions was included in this study. The participants consisted of 65 national community college presidents, 60 national vice presidents for academic affairs, 14 Tennessee community college presidents and 14 vice presidents for academic affairs. The 153 subjects were mailed packets that included the Community College Leadership Attributes Survey, a cover letter explaining the purpose of this study and requesting their participation, and a self-addressed stamped return envelope. Of the 153 subjects, 110 returned questionnaires for an overall return rate of 71.89%. Three surveys were excluded from the data analyses because they were returned with incomplete data. The usable survey return rate was 69.9%. No instruments were received after the analyses had been completed. Table 2 summarizes the overall return rate of national presidents and national vice presidents for academic affairs and Tennessee presidents and vice presidents for academic affairs.

The original instrument was created in a software package marketed by Scanning Dynamics, Inc. The software encoded each survey with hash marks, allowing me to record responses by scanning each usable instrument that was returned. After scanning, the data were first imported into Microsoft Excel Version 4.1 and then imported into SPSS for Windows Release 7.0. Descriptive and inferential statistics were used to analyze the data. The descriptive statistics included frequency distributions, percentage distributions, measures of central tendency, and

Table 2

Overall Return Rate

Position	Surveys Sent	Total Returned	% Returned	Surveys Excluded	% Usable
National Presidents	65	47	72.3	2	69.2
National Vice Presidents	60	39	65.0	1	63.3
Tennessee Presidents	14	13	92.9	0	92.9
Tennessee Vice Presidents	14	11	78.6	0	78.6
Total	153	110	71.9	3	69.9

measures of dispersion. Inferential statistics were used to test each hypothesis. The hypotheses were first written as null hypotheses with each stating that there were no statistically significant differences between the independent and dependent variables. Tests were then conducted to determine whether each null hypothesis could be rejected. If the testing determined that there was a statistically significant difference between the means, the null was rejected. The $p < 0.05$ alpha level was set to determine significance. The parametric statistics used included t-test for differences between two means, analysis of variance (ANOVA), and Post Hoc Multiple Comparison Test (Tukey HSD).

Demographic Information

A total of 153 participants was identified to participate in this study from a total of 79 community colleges across the nation. Demographic data were obtained from each participant that included the following independent variables: (1) gender, (2) title, (3) age, (4) years of experience in higher education, (5) years of experience in current position, and (6) years of experience in the private sector.

Of the 107 usable instruments returned, 24, or 22.4% indicated that they were female and 83, or 77.6% were male.

The age reported by the respondents was from 38 to 70. The average age of the presidents was 58.7 and the average age of the vice presidents for academic affairs was 54.6.

The average years of experience in higher education of all respondents was 27.5, and average years of experience in their current positions was 11.6. In addition to higher education, 48 individuals, or 44.9%, had worked in the private sector for an average of 4.8 years each.

Eighty seven, or 81%, of the respondents requested an executive summary of the study. I will send copies to them as soon as I complete the executive summary.

Analysis of the Research Questions

Eleven questions were addressed by this study. Five of the questions and their responses were examined in the following section, while the remaining six were addressed by the hypotheses. All tables relating to the Research Questions and Hypothesis can be found in Appendix F. Research Question One and Two were answered together.

Research Question One: To what extent are leadership attributes reported as being observed in the work of mid-level managers, according to community college presidents and vice presidents for academic affairs?

Research Question Two: What is the extent of the future importance of the leadership attributes, according to community college presidents and vice presidents for academic affairs?

Respondents were asked to identify the degree to which they currently observed each attribute as being practiced by mid-level managers in their community colleges. They were also asked to identify their level of agreement regarding the future importance for each attribute. The attributes that were currently being observed were rated on a 5-point Likert-type scale: (1) Never, (2) Rarely, (3) Sometimes, (4) Frequently, and (5) Very Frequently. The attributes of future importance were also rated on a 5-point Likert-type scale: (1) Not Important, (2) Somewhat Important, (3) Neutral, (4) Important, and (5) Extremely Important.

Table F-1 exhibits the mean and standard deviation of the 107 participants' responses to the current observation and future importance of each of the 41 attributes. The table indicates that under "Current Observation" the mean of every attribute, with one exception, was reported minimally as being "Sometimes" observed. With a mean of 2.37, Attribute 29, "Producing scholarly writing and research" was viewed as "Rarely" observed. With three exceptions, the means of the attributes with "Future Importance" were all minimally reported as "Important". Attribute 16, "Using power to influence the beliefs and actions of others", and Attribute 40, "Promoting mentoring as a way to develop others in the institution" were given a "Neutral" ranking, with means of 3.07 and 3.96, respectively. Attribute 29, "Producing scholarly writing and research" was assigned a ranking of "Sometimes

Important" with a mean of 2.75. Attribute 11, "Possessing personal integrity" held the highest mean of currently observed attributes (4.53) as well as the highest mean of attributes with future importance (4.86).

Research Question Three: What is the level of importance of leadership attributes community college presidents and vice presidents for academic affairs currently identify as being practiced by mid-level managers?

Table F-2 illustrates the level of importance of attributes currently observed by presidents and vice presidents for academic affairs as being practiced by mid-level managers. The three attributes clustered at the bottom included Attribute 29, "Producing scholarly writing and research", Attribute 16, "Using power to influence the beliefs of others", and Attribute 40, "Promoting mentoring as a way to develop others in the institution". The top three attributes currently being observed included Attribute 37, "Committing oneself to the mission of the institution", Attribute 12, "Possessing a strong moral code", and Attribute 11, "Possessing personal integrity".

Research Question Four: What is the level of agreement of leadership attributes community college presidents and *vice presidents for academic affairs currently identified regarding future importance?*

Table F-3 illustrates the level of importance of the attributes identified regarding future importance. The respondents indicated that Attribute 29, "Producing scholarly writing", Attribute 16, "Using power to influence the beliefs of others", and Attribute 40, "Promoting mentoring as a way to develop others in the institution", as the attributes with the least future importance. These are also the three clustered at the bottom of attributes being currently observed, as referenced in Research Question Three. The three attributes appearing at the top of the level of "Future Importance" were Attribute 4, "Attracting and selecting quality people", Attribute 37, "Committing oneself to the mission of the institution", and Attribute 11, "Possessing personal integrity".

Research Question Five: What is the gap between the ratings of attributes currently being practiced and those that will be needed in the next 10 years?

Table F-4 illustrates the gap between the attributes currently being observed and the attributes that will be important in the next 10 years. The largest gaps appeared between Attribute 2," Adapting easily to changing circumstances outside the institution" (-1.03), Attribute 8, "Conceptualizing a vision of the college's future and communicating that vision to others" (-.97), and Attribute 1, "Adapting easily to changing circumstances within the institution" (.95). The smallest gaps appeared between Attribute 10, "Keeping commitments consistently" (-.32), and Attribute 12, "Possessing a strong moral code" (-.22). Attribute 16, "Using power to influence the beliefs and actions of others" was the only attribute that respondents indicated as having less future importance than current observation (.03).

Analysis of Hypothesis Testing

The speculations made about the relationship between two or more variables was explored through hypothesis testing. The first step in the testing was to establish null hypotheses, stating that no difference would be found between the descriptive statistics compared in the study. The procedures used for hypothesis testing were the *t*-test for dependent and independent samples and the one-way analysis of variance (ANOVA). Each hypothesis was tested using a two-tailed test and the level of significance was set at $p < 0.05$.

Null Hypothesis 1: There is no difference between the perceptions of leadership attributes currently observed as being practiced and the attributes that will be needed in the next 10 years.

Table F-5 illustrates that no significant difference was found in Attribute 16, "Using power to influence the beliefs and actions of others". The null hypothesis was not rejected for this attribute only. A significant difference was noted between all other "Currently Observed" and "Future Importance" variables. Utilizing the t-test for dependent samples a significant difference occurred (at the 0.05 level of significance) between all other variables. The null hypothesis was rejected for these variables.

The range of mean scores, for the 41 "Currently Observed" attributes was 2.37 - 4.53. The range of mean scores for "Future Importance" attributes was between 2.75 - 4.86. As the rejected null hypothesis would suggest, the presidents' and vice presidents for academic affairs' mean scores ranked significantly higher in "Future Importance" than those mean scores of "Currently Observed" in every attribute, with the exception of Attribute 16, "Using power to influence the beliefs and actions of others".

Null Hypothesis 2: There is no difference between male and female respondents' perceptions about the importance of leadership attributes that they project will be needed by community college senior administrators during the next 10 years.

The actual mean scores of female respondents were slightly higher than the means of male respondents in all but eight variable/attributes. As illustrated in Table F-6, however, the t-test for two independent means did not produce a statistically significant difference in any attribute, with the exception of Attribute 14, "Promoting multiculturalism", in which a statistically significant relationship occurred at the .05 level of significance. The null hypothesis was not rejected for any variable except Attribute 14.

The lack of rejection of this null hypothesis answers Research Question Six, confirming that, with the exception of promoting multiculturalism, there is no difference in attribute perceptions due to gender.

Null Hypothesis 3: There are no differences between the presidents and vice presidents for academic affairs who are 55 years of age or older, and the presidents and vice presidents for academic affairs who are 54 years of age or *younger in their perceptions about the importance of leadership attributes that they project will be needed by community college senior administrators during the next 10 years.* (The average college or university president is 56 years of age.) ("Profile of President Has Changed Little in Past Decade," 1988).

By using the t-test for two independent means, a statistically significant difference at the .05 level was found in 15 of the 41 variable/attributes. Table F-7 demonstrates that the significant statistical differences were found regarding Attributes 2, 7, 13, 14, 23, 24, 25, 27, 32, 33, 36, 37, 38, 39, and 40. The null hypothesis was rejected and the answer to Research Question Seven was negative.

Even though not statistically significant, it is noteworthy that in Attribute 12, "Possessing a strong moral code", Attribute 16, "Using power to influence the beliefs and actions of others", and Attribute 19, "Accepting, introducing and monitoring change in people and structures in the institution", the mean scores of those presidents and vice presidents 55 and older were higher (4.64, 3.10, 4.42) than the presidents and vice presidents who were 54 and younger (4.60, 3.04, and 4.38). In all other attribute/variables, the presidents and vice presidents 54 and younger reported mean scores higher than those of presidents and vice presidents 55 and older. The mean scores for presidents and vice presidents 55 and older ranged from 2.61 to 4.84, and the mean scores ranged from 2.83 to 4.91 for those presidents and vice presidents 54 years of age and younger.

Null Hypothesis 4: There are no differences between Tennessee presidents and vice presidents for academic affairs and national presidents identified by Roueche, et al. (1989) and their vice presidents for academic affairs' perceptions of the importance of leadership attributes that they project will be needed by community college senior administrators during the next 10 years.

After completing the t-test for two independent means, Table F-8 illustrates that there were no statistically significant differences regarding "Future Importance" between the perceptions of national presidents and vice presidents for academic affairs and Tennessee presidents and vice presidents for academic affairs at the .05 level of significance. The null hypothesis could not be rejected. The failure to reject the null hypothesis confirmed that there was no difference in the way presidents and vice presidents reported their thoughts about the attributes based on geographic location.

The attributes with the lowest means for both national and Tennessee respondents were Attribute 16, "Using power to influence the beliefs and actions of others" (3.18 and 2.75), and Attribute 29, "Producing scholarly writing and research", (2.74 and 2.87). Attribute 4, "Attracting and selecting quality people", and Attribute 11, "Possessing personal integrity", held the highest set of means for both national and Tennessee respondents, at 4.80 and 4.62, and 4.86 and 4.83, respectively.

Null Hypothesis 5: There are no differences between the perceptions of presidents and the perceptions of vice presidents for academic affairs regarding the importance of leadership attributes that they project will be needed by community college senior administrators during the next 10 years.

A t-test for two independent groups was performed which produced a statistically significant differences at the .05 level of significance in eight of the 41 attributes. The null hypothesis therefore was rejected. Attributes 2, 8, 12, 24, 33, 36, 37, and 40 were found to have statistically significant differences in their means which are shown in Table F-9. With the exception of Attribute 12, "Possessing a strong moral code", the presidents' average means were higher than those means of the vice presidents.

Null Hypothesis 6: There are no differences between the presidents and vice presidents for academic affairs with 0-10 years, 11-20 years, 21-30 years and more than 30 years of experience in their current position in their perceptions about the importance of leadership attributes that they project will be needed by community college senior administrators during the next 10 years.

As shown in Table F-10, the null hypothesis was rejected. The one-way ANOVA and Post Hoc Multiple Comparison statistical tests established that significant differences occurred in four of the 41 attributes at the .05 level of significance. These were Attribute 6, "Building teams and fostering collaboration", Attribute 24, "Maintaining a healthy physical, psychological, and mental self", Attribute 36, " Involving oneself in the life of the community inside and outside the institution", and Attribute 37, "Committing oneself to the mission of the institution". The tests examined the relationships between presidents and vice presidents for academic affairs in

Group 1 (0-10 years of experience in current position), Group 2 (11-20 years of experience in current position), Group 3 (21-30 years of experience in current position), and Group 4 (more than 30 years of experience in current position) in their perceptions about the importance of leadership attributes that they project will be needed by community college senior administrators in the next 10 years.

In Attribute 6, there was a significant difference between the responses of individuals based upon the number of years they have held their current position in higher education. The ANOVA and Post Hoc Multiple Comparison analysis indicated that the difference between Group 1 (0-10 years of experience in current position) and Group 2 (11-20 years of experience in current position) was significantly different. The mean for Group 1 was 4.38, while the mean for Group 2 was 4.81.

In Attribute 24, there was a significant difference between individuals based upon the number of years they have in their current position in higher education. The ANOVA and Post Hoc Multiple Comparison analysis identified that the difference between Group 1 (0-10 years of experience in current position) and Group 2 (11-20 years of experience in current position) was significantly different. The tests also found that there was a difference between Group 1 (0-10 years of experience in current position) and Group 3 (21-30 years of experience in the current position). The mean for Group 1 was 4.22; for Group 2 was 4.55; and for Group 3 was 4.68.

In Attribute 36, there was a significant difference between individuals based upon the number of years they have in their position in higher education. The ANOVA and Post Hoc Multiple Comparison analysis identified that the difference between Group 1 (0-10 years of experience in current position) and Group 3 (21-30 years of experience in current position) was significantly different. The mean for Group 1 was 4.12, while the mean for Group 3 was 4.68.

In Attribute 37, there was a significant difference between the responses of individuals based upon the number of years they have held their positions in higher education. The ANOVA and Post Hoc Multiple Comparison analysis identified that the difference between Group 1 (0-10 years of experience in current position) and Group 2 (11-20 years of experience in current position), and between Group 1 (0-10 years of experience in current position) and Group 3 (21-30 years of experience in current position) was significantly different. The mean for Group 1 was 4.66; for Group 2 it was 4.92; and the mean for Group 3 was 5.00.

Null Hypothesis 7: There are no differences between the presidents and vice presidents for academic affairs with 0-10 years, 11-20 years, 21-30 years, and more than 30 years of higher education experience, regarding their perceptions about the importance of leadership attributes that they project will be needed by community college senior administrators during the next 10 years.

As shown in Table F-11, the null hypothesis was rejected. Using the one-way ANOVA and Post Hoc Multiple Comparison Test, significant differences at the .05 level were found in five of the 41 attributes. These were Attribute 7, "Communicating effectively (orally and in writing)", Attribute 22, "Maintaining a positive outlook", Attribute 24, "Maintaining a healthy physical, psychological, and mental self", Attribute 25, "Maintaining a vigorous, vital, and energetic outward appearance", and Attribute 37, "Committing oneself to the mission of the institution". The tests examined the relationships between presidents and vice presidents for academic affairs in Group 1 (0-10 years of experience in higher education), Group 2 (11-20 years of experience in higher education), Group 3 (21-30 years of experience in higher education, and Group 4 (more than 30 years of experience in higher education) in their perceptions about the importance of leadership attributes that they project will be needed by community college senior administrators in the next 10 years.

In Attribute 7, there was a significant difference between the responses of individuals based upon the number of years they have worked in higher education. The ANOVA and Post Hoc Multiple Comparison analysis identified that the difference between Group 3 (21-30 years of experience in higher education) and Group 4 (more than 30 years of experience in higher education) was significantly different. The mean for Group 3 was 4.55, while the mean for Group 4 was 4.90.

In Attribute 22, there was a significant difference between individuals' responses based upon the number of years they have in worked higher education. The ANOVA and Post Hoc Multiple Comparison analysis identified that the difference between Group 2 (11-20 years of experience in higher education) and Group 3 (21-30 years of experience in higher education), and between Group 2 (11-20 years) and

Group 4 (more than 30 years of experience in higher education) was significantly different. The mean for Group 2 was 4.00, the mean for Group 3 was 4.47, and the mean for Group 4 was 4.65.

In Attribute 24, there was a significant difference between responses of individuals based upon the numbers of years they have worked in higher education. The ANOVA and Post Hoc Multiple Comparison analysis identified that the difference between Group 2 (11-20 years of experience in higher education) and Group 4 (more than 30 years of experience in higher education) was significantly different. The mean for Group 2 was 4.00, while the mean for Group 4 was 4.65.

In Attribute 25, there was a significant difference between responses of individuals based upon the numbers of years they have worked in higher education. The ANOVA and Post Hoc Multiple Comparison analysis identified that the difference between Group 3 (21-30 years of experience in higher education) and Group 4 (more than 30 years of experience in higher education) was significantly different. The mean for Group 3 was 3.96, while the mean for Group 4 was 4.50.

Finally, in Attribute 37, there was a significant difference between responses of individuals based upon the numbers of years they have in higher education. The ANOVA and Post Hoc Multiple Comparison analysis identified that the difference between Group 2 (11-20 years of experience in higher education) and Group 4 (more than 30 years of experience in higher education) was significantly different. The mean for Group 2 was 4.50, while the mean for Group 4 was 4.96.

Null Hypothesis 8: There are no differences between the presidents and vice presidents for academic affairs who have worked in the private sector in addition to higher education and those presidents and vice presidents for academic affairs who have not worked in the private sector in addition to higher education regarding their perceptions about the importance of leadership attributes that they project will be needed by community college senior administrators during the next 10 years.

Applying the t-test for two independent means, the null hypothesis was rejected, as it was discovered that a statistical significant difference between the two groups was found in Attribute 37, "Committing oneself to the mission of the institution". This difference is shown in

Table F-12. The mean scores for presidents and vice presidents who had worked in the private sector was 4.89 while the mean of those presidents and vice presidents who had not worked in the private sector was 4.74.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Chapter Five presents a summary of the findings of this research. Included are the conclusions and recommendations for future research.

Summary

An initial review of the literature disclosed that one of the most important higher education innovations of the 20th century was the American community college movement (Witt et al. 1994). Equally important for the state of Tennessee was the creation of a unified network of community colleges strategically located throughout the state (Nicks, 1979). Numerous articles and books relating to community colleges, higher education and business CEOs were reviewed, yet no one study identified the attributes needed by community college leaders for future success.

The purpose of this study was to examine perspectives of select community college presidents and vice presidents for academic affairs regarding leadership attributes that were currently observed as being practiced by mid-level managers. The study also summarized these leaders' perceptions of the leadership attributes mid-level managers will need to possess to assume senior administrative positions, particularly the presidency, that will guide the institutions into the future.

As a result of an extensive literature review and a pilot study, 41 leadership attributes were determined to be important to upper-level administrators in community colleges. One hundred and seven presidents and vice presidents for academic affairs completed and returned the Community College Leadership Attribute Survey (CCLAS). This survey included both demographic information and information about their perceptions of the 41 leadership attributes. Those surveyed were asked to rate on a 5-point Likert-type scale those attributes that were observed as currently being practiced by mid-level managers in their institutions. They were also asked to rate on a 5-point Likert-type scale the future importance of those attributes.

Eleven research questions and eight hypotheses were stated. Descriptive and inferential statistics were accomplished by frequency distributions, measures of central tendency, t-test for dependent and independent means, ANOVA, and Post Hoc Multiple Comparison Test. The survey was created in a software package marketed by Scanning Dynamics, Inc. The statistical analysis was performed using Microsoft Excel, Version 4.1 and SPSS for Windows Release 7.0.

Research Findings

The purpose of this study was to examine the perceptions of community college presidents and vice presidents for academic affairs regarding currently observed attributes and the future importance of the same set of 41 leadership attributes. To accomplish this purpose, five research questions were addressed by analyzing the frequency distributions. The remaining six research questions were answered in collaboration with the eight hypotheses.

Research Questions

Research questions one and two simply asked to what extent the attributes were currently being observed and what was the extent of the future importance of the attributes according to community college presidents and vice presidents for academic affairs. The respondents answered each on a 5-point Likert-type scale. The means of each attribute were calculated and reported in response to Research Questions One and Two. Attribute 29, "Producing scholarly writing and research", ranked a mean of 2.37 and was the only mean of currently observed attributes that was ranked "Rarely" observed. The same attribute ranked a mean of 2.75 (Sometimes Important) in respect to future importance. The remaining 40 attributes in both "Currently Observed" and "Future Importance" ranked at least a mean of 3.0 or greater.

Research Questions Three and Four addressed the issue of the level of importance of both current and future attributes. Attributes 29, "Producing scholarly writing and research", Attribute 16, "Using power to influence the beliefs of others", and Attribute 40, "Promoting mentoring as a way to develop others in the institution", ranked as the bottom three in both "Current Observations" and "Future Importance". Attributes 37, "Committing oneself to the mission of the institution", and Attribute 11, "Possessing personal integrity", were the top two currently observed attributes as well as those attributes with at the top of future importance.

Research Question Five examined the gap between those attributes currently observed and those with importance in the future. The attribute that the respondents reported to have the largest gap between observation and importance was Attribute 2, "Adapting easily to changing circumstances outside the institution", with a gap measuring -1.03. Attribute 16, "Using power to influence the beliefs and actions of others" was the only attribute that the respondents indicated as having less future importance than current observation (.03).

Hypothesis Testing

Null Hypothesis 1: There is no difference between the perceptions of leadership attributes currently observed as being practiced and the attributes that will be needed in the next 10 years.

The null hypothesis was rejected for 40 of the 41 attributes. It is apparent from the strength of the number of items with a statistically significant difference that community college leaders consider that there is a difference in the attributes that are observed as currently being practiced and those that will be needed to be successful in the future. Community colleges are not immune to change and leaders must increase their capacity and performance for continuous improvement for institutional effectiveness. Roueche (1996) emphasized that our colleges will never again be what they were in the 1960s.

The findings revealed support Murry and Hammons' (1995) position that community colleges have evolved into complex organizations with hundreds of employees, massive grounds and physical facilities, and multi-million dollar budgets. These complex environments require special preparation of the next generation of leaders (Roueche et al. 1989). Green's (1988) posture was that a rapidly changing environment, a diverse and fragmenting society, and a period of public criticism and intense self-examination would require leaders with different skills and qualities. Fryer (1984) wrote that conscious attention must be given to state of the art for preparation of a third generation of leaders or the quality of leadership for future community colleges may not match the complex challenge of the twenty-first century. Finally, Vaughan (1986) observed that keeping up means more than simply remaining current with what is happening in education, but also includes staying abreast of shifts in the larger society. It also means adopting and adapting those changes in ways that will be most beneficial to colleges and communities. Vaughan (1986) also noted that successful leaders must be more flexible and more creative, with the ever-renewing society producing a system or framework wherein continuous innovation, renewal, and rebirth can occur.

The single attribute in which there was no statistically significant difference was Attribute 16, "Using power to influence the beliefs and actions of others". From this finding and from the results of Research Question Five that addressed the gap in this attribute, it is clear that the presidents and vice presidents did not envision a strong future importance in a social power structure that emphasized one-way influence, perhaps choosing to empower followers instead. With less importance being placed on this attribute in the future, one could infer that these leaders were more in support of the social exchange of power. As early as 1964, Blau described social exchange as a two-way mutual influence and reciprocal relationship involving leaders who might provide needed services to followers in exchange for the followers' approval and compliance with leader demands. Bass (1990) viewed transformational leadership as an addition to transactional leadership in generating positive outcomes.

Bass posited that transformational leadership transcended meeting subordinates' basic needs by motivationally and morally elevating followers' levels of commitment. According to Kouzes and Posner (1995), inspiring a shared vision was part of transformational leadership, while Bass (1990) conjectured that transformational leadership produced performance beyond what was expected. Roe (1992) wrote that empowerment by delegation should be the main influence by a president or executive administrator. Schein (1996) wrote that one of the characteristics that leaders of the future would need was the willingness and ability to share power and control according to people's levels of knowledge and skills.

Null Hypothesis 2: There is no difference between male and female respondents' perceptions about the importance of leadership attributes that they project will be needed by community college senior administrators during the next 10 years.

The null hypothesis was rejected for only one variable, Attribute 14, "Promoting multiculturalism". It was interesting to note that most of the more current multi-cultural literature was written by women. Gibson-Benninger et al. (1995) wrote that one major challenge facing community college presidents was to create an environment in which diverse qualities of staff made positive contributions to the organization and Desjardins (1996) focused on valuing cultural pluralism.

The male respondents (83) had a lower mean score (4.15) than the female (24) respondents' (4.45), and even though there was a statistically significant difference of .028, both viewed promoting multiculturalism as "Important".

Null Hypothesis 3: There are no differences between the presidents and vice presidents for academic affairs who are 55 years of age or older, and the presidents and vice presidents for academic affairs who are 54 years of age or younger in their perceptions about the importance of leadership attributes that they project will be needed by community college senior administrators during the next 10 years. (The average college or university president is 56 years of age.) ("Profile of President Has Changed Little in Past Decade," 1998).

The null hypothesis was rejected. A statistically significant difference was found in 15 of the 41 attributes. In all 15, the presidents and vice presidents 54 and under recorded means higher than those presidents 55 and older. These data indicate that presidents and vice presidents 55 and older envisioned less future importance in the following attributes: (2) "Adapting easily to changing circumstances outside the institution"; (7) "Communicating effectively"; (13) "Empowering diverse groups"; (14) "Promoting multiculturalism"; (23) "Maintaining composure and self-control during difficult circumstances"; (24) "Maintaining a healthy physical, psychological and mental self"; (25) "Maintaining a vigorous, vital and energetic outward appearance"; (27) "Managing one's self and time"; (32) "Empathizing with the plight of others; seeing through the eyes of others when necessary"; (33) "Responding well to criticism"; (36) "Involving oneself in the life of the community inside and outside the institution"; (37) "Committing oneself to the mission of the institution"; (38) "Using contemporary technology appropriately"; (39) "Participating in continuing professional leadership activities"; and (40) "Promoting mentoring as a way to develop others in the institution".

In addition to the statistically significant differences found in the 15 attributes above, it is interesting to note that the presidents and vice presidents

54 years old and younger had higher means in 38 of the 41 attributes. The older presidents' and vice presidents' means were higher only in Attribute 12, "Possessing a strong moral code", Attribute 16, "Using power to influence the beliefs and actions of others", and Attribute 19, "Accepting, introducing and monitoring change in people and structures in the institution".

Null Hypothesis 4: There are no differences between Tennessee presidents and vice presidents for academic affairs and national presidents identified by Roueche et al. (1989) and their vice presidents for academic affairs' perceptions of the importance of leadership attributes that they project will be needed by community college senior administrators during the next 10 years.

The null hypothesis could not be rejected. The t-test for two independent means disclosed that there were no statistically significant differences between the perceptions of the national presidents and vice presidents for academic affairs and the perceptions of the Tennessee presidents and vice presidents for academic affairs. It is meaningful to note, however, that not only did the groups have no statistically significant differences, but that both groups found the same two attributes to have the least amount of future importance. The first was Attribute 16, "Using power to influence the beliefs and actions of others". The issue of power rose in Research Questions Three and Four. It was also found to be the only attribute in which there was no statistically significant difference in currently observed behavior and future importance in Null Hypothesis 1. This finding once again supports Burns (1978), Fryer (1984), Vaughan (1986), and Bass (1990) in their writings regarding social exchange and transformational leadership.

The second currently observed attribute with a low mean was Attribute 29, "Producing scholarly writing and research". Publication and research at the community college level and in higher education in general has become quite a topic of discussion of late. Although Fryer (1984), Vaughan (1986), Thompson (1993), Addy (1995), and McFarlin and Ebbers (1997) produced evidence that scholarly writing was important to the success of a community college president, McFarlin and Ebbers' (1997) study revealed that the vast majority of presidents were not pursuing a personal research/publication agenda.

Both groups divulged that the two items that they believed would hold the most future importance were

Attribute 4, "Attracting and selecting quality people", and Attribute 11, "Possessing personal integrity". Evans and Neagley (1973), found that "good judgment in selecting faculty and staff" ranked among the top ten desirable characteristics for college presidents and Kerr and Gade (1986) wrote that top administrators should select human resources in detail. Vaughan (1986) recognized that selecting capable people was one of the top two skills identified for successful presidents, and Keller (1989) also addressed the issue of selecting quality people in his study of competencies of future community college presidents.

The attribute found to have the highest mean in this study (Possessing personal integrity) was also the attribute that surfaced most often in the literature. McIntosh and Maier (1976) found integrity to be an essential skill for successful management for administrators. Evans and Neagley (1973), McIntosh and Maier (1976), Fryer (1984), Cronin (1993), Kouzes & Posner (1995), Addy (1995) and Willardson & Muse (1998) all found integrity to be of utmost importance to the success of a college administrator. When Kamm (1982) completed a study, the main purpose of which was to identify the most essential personal and professional qualities, integrity ranked at the top. Vaughan (1986) also found that the personal attribute that received the highest rating in his Career and Lifestyle Survey was integrity.

Null Hypothesis 5: There are no differences between the perceptions of presidents and the perceptions of vice presidents for academic affairs regarding the importance of leadership attributes that they project will be needed by community college senior administrators during the next 10 years.

The null hypothesis was rejected. When examining the perceptions of presidents and vice presidents for academic affairs, mean scores in eight of the 41 attributes were found to be significantly different. In seven of the eight attributes the means of the presidents were higher than the means of the vice presidents. Vaughan (1986) stated that the surest way to an upper-level administrative position, i.e., the community college presidency, was through the academic pipeline. Perhaps this is the reason for the similar responses in the majority of the responses of the presidents and vice presidents for academic affairs.

Null Hypothesis 6: There are no differences between the presidents and vice presidents for academic affairs *with 0-10 years, 11-20 years, 21-30 years, and more than 30 years of experience in their current positions regarding their perceptions about the importance of leadership attributes that they project will be needed by community college senior administrators during the next 10 years.*

The null hypothesis was rejected. The one-way ANOVA and Post Hoc Multiple Comparison Test established that when years of experience in the current position were considered, a statistically significant difference occurred in four of the 41 attributes at the .05 level of significance. The four were Attribute 6, "Building teams and fostering collaboration", Attribute 24, "Maintaining a healthy physical, psychological and mental self", Attribute 36, "Involving oneself in the life of the community inside and outside the institution", and Attribute 37, "Committing oneself to the mission of the institution". The groups examined were Group 1,(0-10 years of experience in current position), Group 2, (11-20 years of experience in current position, Group 3, (21-30 years of experience in current position), and Group 4,(more than 30 years of experience in current position). In all instances of difference, the means were higher for those individuals with more experience in their current positions. For example, in

Attribute 6, there was a difference between Group 1 and Group 2. The mean for Group 1 was 4.38, while the mean for Group 2 was 4.81. This was true with the other five Group differences, leading me to believe that the more experience a president or vice president had in his or her current position, the higher the expectations for future importance were.

Null Hypothesis 7: There are no differences between the presidents and vice presidents for academic affairs with 0-10 years, 11-20 years, 21-30 years, and more than 30 years of higher education experience, regarding their perceptions about the importance of leadership attributes that they project will be needed by community college senior administrators during the next 10 years.

The null hypothesis was rejected. The one-way ANOVA and Post Hoc Multiple Comparison Test established that when the number of years of experience in higher education was considered, significant differences occurred in five of the 41 attributes at the .05 level of significance. The five were Attribute 7, "Communicating effectively (orally and in writing), Attribute 22, "Maintaining a positive outlook", Attribute 24, 'Maintaining a healthy physical, psychological, and mental self", Attribute 25, "Maintaining a vigorous, vital, and energetic outward appearance", and Attribute 37, "Committing oneself to the mission of the institution." The respondents were broken into four groups that included Group 1,(0-10 years of experience in higher education), Group 2, (11-20 years of experience in higher education), Group 3, (21-30 years of experience in higher education) and Group 4,(more than 30 years of experience in higher education). In all instances of difference, the means were higher for those individuals with more experience in higher education. For example, in Attribute 7, there was a difference between Group 3 and Group 4. The mean for Group 3 was 4.55 while the mean for Group 4 was 4.90. The ANOVA and Post Hoc Multiple Comparison Test examined Attribute 22 and revealed a difference between Group 2 and Group 3 and between Group 2 and Group 4. The mean for those presidents and vice presidents in Group 2 was 4.00, the mean for Group 3 was 4.47, and the mean for Group 4 was 4.65. This was true with each of the other three Group differences, leading me to believe that the more experience a president or vice president has had in higher education, the higher the expectation was for future importance.

Null Hypothesis 8: There are no differences between the presidents and vice presidents for academic affairs who have worked in the private sector in addition to higher education and those presidents and vice presidents for academic affairs who have not worked in the private sector in addition to higher education regarding their perceptions about the importance of leadership attributes that they project will be needed by community college senior administrators during the next 10 years.

The null hypothesis was rejected. By administering the t-test for two independent means, however, a statistically significant difference was found only regarding Attribute 13, "Committing oneself to the mission of the institution".

The fact that presidents and vice presidents for academic affairs with private sector experience responded similarly about the future importance in 40 of the 41 attributes supports the literature of authors such as Cook (1994), Crosby (1996), and Schein (1996), who made contributions to information regarding leadership competencies in business and management. Drucker (1996), wrote that "leadership traits" did not exist, yet he admitted that his observations indicated all effective leaders behaved in similar ways.

Conclusions

1. Mid-level managers presently exhibit some very positive attributes, as currently observed by presidents and vice presidents for academic affairs. Mid-level managers were observed as exhibiting strong commitments to their institutions. They also ranked highly on the possession of a strong moral code and personal integrity. They did not excessively use power to influence the beliefs of others.

2. Mid-level managers need improvement in some leadership areas if they are to be successful in the future according to presidents and vice presidents for academic affairs. Reported with the largest gaps between currently observed and future importance were the attributes involving the ability to adapt easily to changing circumstances within and outside the institution; the ability to conceptualize a vision of the college's future and communicate that vision to others; the ability to take risks willingly; and accepting, introducing, and monitoring change in people and structures in the institution.

3. An attribute that ranked consistently low in each analysis was producing scholarly writing and research. This attribute held little future importance, as reported by

presidents and vice presidents for academic affairs. Much greater emphasis, however, was placed by the respondents on communicating effectively, both orally and in writing. As a result of this finding, an implication for higher education could be that future curriculum might place more emphasis on effective communication, both orally and in writing.

4. Promoting multiculturalism was the only attribute that revealed a statistically significant difference due to gender. This could lead one to conclude that women are more sensitive to areas involving culture or diversity. (Female mean scores were higher than male mean scores.)

5. Younger presidents and vice presidents for academic affairs reported higher mean scores in 39 of the 41 attributes regarding future importance. This result might lead one to conclude that younger administrators may have higher future expectations of their mid-level managers than do older administrators.

6. No statistically significant differences were found between the perceptions of national presidents and vice presidents for academic affairs and Tennessee presidents and vice presidents for academic affairs. Since the national presidents were selected from a list of transformational leaders, it can be concluded that

Tennessee presidents and vice presidents of academic affairs are providing transformational leadership to Tennessee Board of Regents institutions.

7. The more years of experience spent in the current position, the higher were the scores of presidents and vice presidents for academic affairs regarding future importance attributes.

8. The more years of experience in higher education in general, the higher were the mean scores of presidents and vice presidents for academic affairs regarding future importance attributes.

9. The 48 presidents and vice presidents for academic affairs with experience in the private sector held stronger commitments to the mission of their institutions than did presidents and vice presidents for academic affairs who had no experience in the private sector. A conclusion could be made that the expectations for commitment to the mission are higher in business and industry than they are in higher education.

Recommendations

1. A large number of leaders within higher education will be retiring in the next several years. There is an immediate need to address succession planning and "growing"

our own leaders. The implementation of a leadership program, specifically in the state of Tennessee, will help ensure that organizational leaders will have the necessary skills needed to lead and facilitate the many changes and challenges Tennessee community colleges are facing in the future.

2. Professional development programs should be offered to mid-level managers to assist in the enhancement of their leadership skills. The findings of this study revealed that improvement is needed in areas such as attracting quality people and being committed to the mission of the institution. Mid-level managers must also realize the importance of being able to adapt to changing circumstances outside and within the institution, and conceptualizing a vision of the college's future and communicating that vision to others.

3. One limitation of this study was the inclusion of only vice presidents for academic affairs. Future studies should include gathering the current observation and future importance perceptions of other vice presidents and upper-level administrators.

4. The attributes used in this study were identified in the literature as important for individuals in

leadership roles. Additional study should identify and define any additionally needed attributes that were not included in this study.

5. The selection of quality people was projected to be highly important, yet many institutions of higher education are unable to reward quality people with competitive salaries. Additional studies are needed to determine how institutions can attract and retain quality individuals during times of shrinking budgets.

6. Finally, the leadership attributes identified in this study should be made available to mid-level managers who aspire to move up the administrative ladder to use as a guide to planned advancement. This list can provide insight regarding the necessary attributes that will help young professionals self-assess, identifying where professional development is needed.

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APPENDICES

APPENDIX A

TABLES OF LEADERSHIP ATTRIBUTES

Table A-1

Competencies and Personal Characteristics of Future Community College Presidents

Leadership	Group Related	Personal Characteristics
Delegation	Motivation	Judgment
Personnel Selection	Use of Power	Commitment
Decision Making	Entrepreneurship	Integrity
Interpersonal Skills	Integrating	Communication
Knowledge of and Commitment to Mission	Conflict Resolution	Emotional Balance and Control
Leadership		Positive Attitude
Planning/Visionary		Energy/Wellness
Organization		Persistence
Information Processing		Sense of Responsibility
Public Relations		Risk Taking
Professionalism		Flexibility
Finance/Business		Time Management
Performance Appraisal		Creativity / Stability
Analysis		Research
Controlling		Sense of Humor
Peer Network		Empathy
Scholarly Writing		Introspection
		Patience / Charisma

Developed from: Keller, L. L.(1989) Competencies of future community college presidents. Unpublished doctoral dissertation, University of Arkansas, Fayetteville.

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Table A-2

Tasks Required to Perform Administrative Function

Administrative Functions
Accounting for funds
Administering
Analyzing
Being knowledgeable of requirements and procedures for gaining approval and/or support
Budgeting funds
Consulting
Coordinating
Determining short range goals and objectives
Determining long range goals and objectives
Delegating responsibility
Communicating effectively
Effectively utilizing personnel and facilities
Encouraging professional growth
Engaging in development activities
Establishing or making assessments
Hiring and firing personnel
Making decisions
Managing personnel
Promoting ideas
Providing and fostering cooperation
Providing input into policy making / Reviewing

Developed from: Stalcup, R. J. (1981, August). Preparing college administrators: Fact or fancy. Paper presented at the annual meeting of the National Conference of Professors Of Educational Administrators, Seattle, WA.

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Table A-3

Factors Vital for Leadership Development

Developmental Factors
Optimism
Sense of humor
Above average intelligence
High tolerance for ambiguity and uncertainty
Ambition
Vision and purpose
Emotional and professional courage
Surgical decisiveness
Common sense
Good judgment
Strong entrepreneurial orientation
Capacity to get the job done
Verbal facility
Ability to write
Orientation to continuous personal and professional growth
A balanced sense of doing things right and doing the right thing
An appreciation of political process as a means for conflict resolution
An appreciation of compromise

Developed from: Fryer, T. W. Jr., (1984). Developing leaders through graduate education. In Richard L. Alfred, Paul A. Elsner, R. Jan LeCroy & Nancy Armes (Eds.), Emerging roles for community college leaders. New Directions for Community Colleges, 46, 101-108.

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Table A-4

Personal Attributes, Skills and Abilities

Attributes, Skills and Abilities

Produce results
Select people
Resolve conflicts
Communication
Motivate others
Analyze, evaluate
Articulation
Relate
Define problems
Solutions
Take risks
Delegation
Team member
Know community
Manage information
Independence
Peer Network

Integrity
Judgment
Concern
Flexibility
Philosophy
Loyalty
Energy level
Optimism
Excellence
Humor
Health
Ambiguity
Intelligence
Social ease
Curiosity
Charisma
Publications

Developed from: Vaughan, G. B. (1986). The community college presidency. New York: Macmillan Publishing Company.

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Table A-5

General Responsibilities of the Administration (Executive Group and the Board) and Direct Core Responsibilities of the President

Responsibilities	Suggested
Set goals	x
Determine priorities	x
Create or revise the organizational structure	x
Assemble an effective group of assistants	x
Accumulate, allocate and reallocate in detail financial resources	
Select human resources in detail	
Assure effective use of resources in detail	
Handle unprogrammed problems	x
Conduct relationships	x
Administer:	
Flow of information	
Systems of rewards and punishments	
Morale Building	x
Definition and defense of integrity of institution	x
Conflict resolution within the institution	x
Defense of autonomy of institution and freedom of members	
Assure satisfactory short term results	
Assure satisfactory long-term results	x

Developed from: Kerr, C., and Gade, M. L. (1986). The many lives of academic presidents: Time, place and character. Washington, DC: Association of Governing Boards of Universities and Colleges.

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Table A-6

President and Executive Administrator Behavioral Competencies

Behavioral Competencies
Vision Concept of future Ability to shape future Committed to specific action Cause followers to share vision Committed to student access and success
People Understands character of followers Respects individuals' differences Values students and their needs
Motivation Enhances development of followers
Influence Empowers by delegating Causes followers to work together Builds network of communication
Values Commitment to self-intellectual development Commitment to quality development of others Builds openness and trust
Readiness Accommodates leadership styles of others Demonstrates enlightened self-interest Demonstrates "builder" characteristics
Followership Able to give others opportunity to succeed

Developed from: Roe, M. A. (1992). In George A. Baker III & Associates Cultural leadership (pp. 79-95). Washington, DC: Community College Press.

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Table A-7

Skills, Characteristics, and Attributes Needed by a Community College President in the Next Ten Years

Skills, Characteristics and Attributes	
Communication skills	Technical literacy
Management of resources	Global orientation
People skills	General and holistic thinking
Sorting and interpreting information	Sensitivity to cultural / economic diversity
Integrity	Forthright
Sense of humor	Persistent
Risk taker	Self reliant
Tenacity	Self directed learner
Courageous realist	Life long learner
Tolerance for ambiguity	Multi-talented
Good judgment	Persuasive
Creative	Committed/Honest
Humanist	Adaptive
Calm under fire	Patient
Centered	Enthusiastic/High energy level
Affinity for change	Idealistic
Empathetic	Resourceful
Credible	Intelligent
Flexible	Open-minded
Focused	Visionary / Credible
Willing to share governance	Catalyst for community change

Developed from: Addy, C. L. (1995). The president's journey: Issues and ideals in the community college. Bolton, MD: Anker Co.

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Table A-8

Professional Competencies and Attributes for Community College Academic Administrators

Competencies and Attributes
Professional Competencies:
Adaptive
Communication
Conceptual
Contextual
Integrative
Interpersonal
Technical
Professional Attitudes
Career marketability
Professional identity
Ethic standards
Scholarly concern for improvement
Motivation for continued learning

Developed from: Townsend, B. K., & Bassoppo-Moyo, S. (1997). The effective community college academic administrator: Necessary competencies and attitudes. In George B. Vaughan, Ed. Community College Review 25 (2).

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Table A-9

Leadership Characteristics Used to Evaluate Administrative Candidates

Characteristics for Evaluation

- Resourcefulness and adaptability
- Intelligence
- Integrity and honesty
- Cultural level
- Courage and commitment
- Scholarship and teaching
- Interpersonal relations
- Sense of humor
- Professionalism
- Candor and openness
- Assertiveness and sense of direction
- Motivation and enthusiasm
- Loyalty
- Perseverance
- Breadth of interest and curiosity
- Organizational and analytical ability
- Sense of values
- Poise and self confidence
- Common sense
- Communication skills
- Vigor and capacity to work
- Dependability
- Judgment
- Patience
- Imagination and initiative
- Sensitivity for colleagues and community
- Sense of perspective
- Maturity
- Decisiveness
- Overall standing among peers

Developed from: McIntosh, E. & Maier, R. (1976). Management skills in a changing academic environment. The Educational Record. Washington, DC: American Council on Education.

Table A-10

ABC's of Administrative skills for Simple Tasks

Administrative Skills

Advising
Anticipating
Authorizing
Budgeting
Calling meetings
Conducting meetings
Defending
Discussing
Enlisting
Expediting
Forgetting
Gathering
Honoring
Identifying
Initiating
Justifying
Justifying
Knowing
Listening
Meddling and monitoring
Neglecting
Opposing
Pleasing, pacifying, and placating
Questioning
Rationalizing
Scheduling
Teaching
Understanding
Voting
Waiting
Yielding

Developed from: Eble, K. E. (1978). The art of administration: A guide for academic administrators. San Francisco: Jossey-Bass.

Table A-11

Qualities of Effective Leadership

Leadership Qualities
Thinks future possibilities
Recognizes present momentum
Owns educational convictions
Thinks globally
Relates personal values
Respects expertise in others
Respects right time and place
Understands campus ethos
Implements by increments
Thinks positively
Acts with energy
Possesses interpersonal skills

Developed from: Brown, D. G. (1979). Leadership vitality: A workbook for academic administrators. Washington, DC: American Council on Education

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Table A-12

Professional Qualities by Cluster Grouping

Professional Qualities	
Competency:	Creative, innovative, imaginative, understanding of effective management, able to make decisions, good organizer, able to delegate, good communicator, and willingness (and ability) to weigh all available information before taking a position
Credentials:	Intellectual stature, deep appreciation of scholarship, strong academic background, well informed, knowledgeable, and an established reputation as a teacher and a scholar
Presidential leadership in the academic community:	Identifying, articulating, and gaining necessary support for the fulfillment of an institution's mission, goals, and objectives; knows what direction the institution should take, and a willingness to defend the purposes
People, their roles, their relationship, and their development:	Understands and appreciates roles of students, faculty and staff, able to work with all kinds of people, willingness to give credit to the "troops," able to resolve human conflicts, understands what motivates people, instills confidence, and a willingness to listen

Developed from: Kamm, R. B. (1982). Leaders for leadership: Number one priority for presidents and other university administrators. Washington, DC: University Press of America.

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Table A-13

Descriptors of Good Leadership

Descriptors
Innovative
Originality
Development
People focused
Inspires trust
Long-range perspective
Eye on the horizon
Challenges the status quo
Is own person
Does the right thing

Developed from: Bennis, W. (1993). Managing the dreams: Leadership in the 21st century. In William E. Rosenback & Robert L. Taylor (Eds.), Contemporary issues in leadership. Boulder, CO: Westview Press.

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Table A-14

Descriptors of a Good Leader

Leadership Descriptors
Self-knowledge/self-confidence
Vision
Intelligence, wisdom, judgment
Learning/renewal
World-mindedness/a sense of history and breadth
Coalition building/social architect
Moral building/motivation
Stamina, energy, tenacity, courage, enthusiasm
Character, integrity/intellectual honesty
Risk-taking/entrepreneurship
An ability to communicate, persuade, listen
Understanding the nature of power and authority
Ability to concentrate on achieving goals and results
A sense of humor, perspective, flexibility

Developed from: Cronin, T. E. (1993). Reflections on leadership. In William E. Rosenback and Robert L. Taylor (Eds.), Contemporary issues in leadership. Boulder, CO: Westview Press.

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Table A-15

Self Assessment of Leadership Competencies

Leadership Assessment	
Leadership	Resource allocation
Information collection	Motivating others
Problem analysis	Interpersonal sensitivity
Judgment	Oral and nonverbal expression
Organization oversight	Written expression
Implementation	Philosophical and cultural values
Delegation	Legal and regulatory application
Instruction and the learning environment	Policy and political influences
Curriculum design	Public and media relations
Student guidance and development	Measurement and evaluation

Developed from: Thompson, S. (1993) Principals for our changing schools. Fairfax, VA: National Policy Board for Educational Administration.

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Table A-16

Characteristics of Admired Leaders

Leader Characteristics	
Honesty	Courageous
Forward-looking	Cooperative
Inspiring	Imaginative
Competent	Caring
Fair-minded	Determined
Supportive	Mature
Broad-minded	Ambitious
Intelligent	Loyal
Straightforward	Self-controlled
Dependable	Independent

Developed from: Kouzes, J. M.,& Posner, B. Z. (1995). The leadership challenge. San Francisco: Jossey-Bass Publishers.

Table A-17

Career Path Characteristics

Personal Qualities	Professional Qualities	Educational Aspects
Integrity	Experience and skill	Organizational behavior
Judgment	Reputation with university	Instructional research
Ability to relate well with colleagues	Knowledge of university operations/problems	Budgeting
Problem-solving ability	Recommendation from other individuals	Finance
Organizational skills	Reputation outside the university	Personnel
Energy		Leadership
Creativity		Fund raising
Teamwork ability		Education law
		Arbitration

Developed from: Willardson, J. D., & Muse, I. (1998). Career paths. Business Officer, 32 (5), 24-25.

APPENDIX B

INSTITUTIONS OF

NATIONAL TRANSFORMATIONAL PRESIDENTS

NATIONAL VICE PRESIDENTS FOR ACADEMIC AFFAIRS

INSTITUTIONS OF

TENNESSEE PRESIDENTS

TENNESSEE VICE PRESIDENTS FOR ACADEMIC AFFAIRS

Institutions of National Transformational Presidents and Vice Presidents for Academic Affairs

Jefferson State Community College
Birmingham AL

Scottsdale Community College
Scottsdale AZ

Maricopa County Community College
Tempe AZ

Los Angeles Harbor College
Wilmington CA

Santa Barbara City College
Santa Barbara CA

State Center Community College
Fresno CA

Kern Community College
Bakersfield CA

South Florida Community College
Avon Park FL

Valencia Community College
Orlando FL

Brevard Community College
Cocoa FL

St. Petersburg Junior College
St. Petersburg FL

Okaloosa-Walton Community College
Niceville FL

North Iowa Area Community College
Mason City IA

Johnson County Community College
Overland Park KS

Southeast Community College
Cumberland KY

Hazard Community College
Hazard KY

Henderson Community College
Henderson KY

Bristol Community College
Fall River MA

North Shore Community College
Danvers MA

Grand Rapids Community College
Grand Rapids MI

Macomb Community College
Warren MI

Schoolcraft College
Livonai MI

Washtenaw Community College
Ann Arbor MI

Kalamazoo Valley Community College
Kalamazoo MI

Glen Oaks Community College
Centerville MI

Mississippi Gulf Coast College
Perkinston MS

Meridian Community College
Meridian MS

East Central Community College
Decatur MS

Crowder College
Neosho MO

Dawson Community College
Glendive MT

Central Community College
Grand Island NE

Metropolitan Community College
Omaha NE

Western Community College
Scottsbluff NE

Ocean County College
Toms River NJ

Institutions of National Transformational Presidents and Vice Presidents for Academic Affairs (continued)

Cecil Community College
North East MD

Holyoke Community College
Holyoke MA

Monroe Community College
Rochester NY

Davidson County Community College
Lexington NC

Vance-Granville Community College
Henderson NC

Wake Technical Community College
Raleigh NC

Nash Community College
Rocky Mount NC

Durham Technical Community College
Durham NC

Carl Albert State College
Poteau OK

Clackamas Community College
Oregon City OR

Northampton County College
Bethlehem PA

Community College of Rhode Island
Warwick RI

Greenville Technical College
Greenville SC

Tri-County Technical College
Pendleton SC

San Juan College
Farmington NM

Westchester Community College
Valhalla NY

Midlands Technical College
Columbia SC

Horry-Georgetown Technical College
Conway SC

Piedmont Technical College
Greenwood SC

Alvin Community College
Alvin TX

Richland College
Dallas TX

Southside Virginia College
Alberta VA

Northern Virginia Community College
Annandale VA

Southwest Virginia College
Richlands VA

Walla Walla Community College
Walla Walla WA

Central Piedmont Community College
Charlotte NC

Coastal Carolina Community College
Jacksonville NC

Front Range Community College
Westminster CO

Catawba Valley Community College
Hickory NC

Institutions of Tennessee Presidents and Vice Presidents For Academic Affairs

Chattanooga State Technical Community College
Chattanooga TN

Cleveland State Community College
Cleveland TN

Columbia State Community College
Columbia TN

Dyersburg State Community College
Dyersburg TN

Jackson State Community College
Jackson TN

Motlow State Community College
Tullahoma TN

Pellisippi State Technical Community College
Knoxville TN

Roane State Community College
Harriman TN

Shelby State Community College
Memphis TN

Volunteer State Community College
Gallatin TN

Walters State Community College
Morristown TN

Nashville State Technical Institute
Nashville TN

State Technical Institute at Memphis
Memphis TN

Northeast State Technical Community College
Blountville TN

APPENDIX C

LEADERSHIP ATTRIBUTE MATRIX

Leadership Attribute Matrix

	Gleazer 1968	Evans & Neagley 1973	Stalcup & Wilson 1973	McIntosh & Maier 1976	Brown 1979	Kamm 1982
Adapting easily to changing circumstances within the institution					x	
Adapting easily to changing circumstances outside the institution					x	
Analyzing situations accurately and efficiently			x			x
Attracting and selecting quality people		x				x
Building and maintaining peer networks outside the institution		x	x			
Building teams and fostering collaboration				x		
Communicating effectively (orally and in writing)	x		x	x		x
Conceptualizing a vision of the college's future; communicating vision to others					x	x
Conducting sound financial planning and management		x	x	x		
Keeping commitments consistently				x		
Possessing personal integrity		x		x		
Possessing a strong moral code		x		x		
Empowering diverse groups						
Promoting multiculturalism						

Leadership Attribute Matrix

		Evans &	Stalcup &	McIntosh &		
	Gleazer	Neagley	Wilson	Maier	Brown	Kamm
	1968	1973	1973	1976	1979	1982
Establishing and coordinating an organized structure				x		
Using power to influence the beliefs and actions of others	x					
Inspiring and motivating others		x		x		x
Interacting well in one-on-one situations	x			x	x	
Accepting, introducing & monitoring change in people /structures in institutions						
Involving others in decision making						
Knowing when and when not to delegate authority						x
Maintaining a positive outlook					x	
Maintaining composure and self-control during difficult circumstances				x		
Maintaining a healthy physical, psychological and mental self						
Maintaining a vigorous, vital and energetic outward appearance				x	x	
Making sound and credible decisions			x	x		x
Managing one's self and time						
Persisting to see planning through to completion				x		
		Evans &	Stalcup &	McIntosh &		
	Gleazer	Neagley	Wilson	Maier	Brown	Kamm

Leadership Attribute Matrix

	1968	1973	1973	1976	1979	1982
Producing scholarly writing and research						
Resolving human conflict						x
Demonstrating a sense of humor				x		
Empathizing with the plight of others / Seeing through eyes of others						
Responding well to criticism						
Understanding organizations as cultures						
Using sound judgment				x		
Involving oneself in the life of the community inside and outside the institution						
Committing oneself to the mission of the institution					x	x
Using contemporary technology appropriately						
Participating in continuing professional leadership development activities		x	x	x	x	x
Promoting mentoring others as a way to develop others in the institution						
Taking risks willingly						

Leadership Attribute Matrix (continued)

			Roueche			
	Fryer	Vaughan	Baker/Rose	Roe	Bennis	Cronin
	1984	1986	1989	1992	1993	1993
Adapting easily to changing circumstances within the institution		x	x			x
Adapting easily to changing circumstances outside the institution		x	x			x
Analyzing situations accurately and efficiently		x				
Attracting and selecting quality people		x		x		
Building and maintaining peer networks outside the institution		x				x
Building teams and fostering collaboration			x			
Communicating effectively (orally and in writing)	x	x	x			x
Conceptualizing a vision of the college's future; communicating vision to others	x			x	x	x
Conducting sound financial planning and management						x
Keeping commitments consistently	x					
Possessing personal integrity	x	x				x
Possessing a strong moral code	x	x				x
Empowering diverse groups			x			
Promoting multiculturalism			x			
			Roueche			
	Fryer	Vaughan	Baker/Rose	Roe	Bennis	Cronin

Leadership Attribute Matrix (continued)

	1984	1986	1989	1992	1993	1993
Establishing and coordinating an organized structure				x		x
Using power to influence the beliefs and actions of others						
Inspiring and motivating others		x	x	x		x
Interacting well in one-on-one situations					x	
Accepting, introducing & monitoring change in people and structures in institutions			x			
Involving others in decision making						
Knowing when and when not to delegate authority		x				
Maintaining a positive outlook	x	x				
Maintaining composure and self-control during difficult circumstances						
Maintaining a healthy physical, psychological and mental self		x				
Maintaining a vigorous, vital and energetic outward appearance		x				x
Making sound and credible decisions						
Managing one's self and time						
Persisting to see planning through to completion						
			Roueche			
	Fryer	Vaughan	Baker/Rose	Roe	Bennis	Cronin
	1984	1986	1989	1992	1993	1993

Leadership Attribute Matrix (continued)

Producing scholarly writing and research	x	x				
Resolving human conflict	x	x				
Demonstrating a sense of humor	x	x				x
Empathizing with the plight of others / Seeing through the eyes of others						
Responding well to criticism						
Understanding organizations as cultures			x			
Using sound judgment	x	x	x			x
Involving oneself in the life of the community inside and outside the institution						
Committing oneself to the mission of the institution						
Using contemporary technology appropriately						
Participating in continuing professional leadership development activities	x			x		
Promoting mentoring others as a way to develop others in the institution						
Taking risks willingly	x	x	x			x

Leadership Attribute Matrix (continued)

			Kouzes &	**Gibson**		
	Thompson	**Cook**	**Posner**	**Benninger**	**Addy**	**Crosby**
	1993	**1994**	**1995**	**1995**	**1995**	**1996**
Adapting easily to changing circumstances within the institution			x		x	
Adapting easily to changing circumstances outside the institution			x		x	
Analyzing situations accurately and efficiently	x					
Attracting and selecting quality people	x				x	
Building and maintaining peer networks outside the institution					x	x
Building teams and fostering collaboration				x	x	
Communicating effectively (orally and in writing)		x			x	
Conceptualizing a vision of the college's future; communicating that vision to others		x	x		x	
Conducting sound financial planning and management	x				x	
Keeping commitments consistently			x			
Possessing personal integrity			x		x	
Possessing a strong moral code			x		x	
Empowering diverse groups				x	x	
Promoting multiculturalism				x	x	
			Kouzes &	**Gibson**		
	Thompson	**Cook**	**Posner**	**Benninger**	**Addy**	**Crosby**

Leadership Attribute Matrix (continued)

	1993	1994	1995	1995	1995	1996
Establishing and coordinating an organized structure	x					
Using power to influence the beliefs and actions of others						
Inspiring and motivating others	x					
Interacting well in one-on-one situations	x					
Accepting, introducing & monitoring change in people / structures in institutions				x	x	
Involving others in decision making					x	
Knowing when and when not to delegate authority	x					
Maintaining a positive outlook						
Maintaining composure and self-control during difficult circumstances					x	
Maintaining a healthy physical, psychological and mental self						
Maintaining a vigorous, vital and energetic outward appearance					x	
Making sound and credible decisions						
Managing one's self and time						
Persisting to see planning through to completion					x	
			Kouzes &	Gibson		
	Thompson	Cook	Posner	Benninger	Addy	Crosby
	1993	1994	1995	1995	1995	1996

Leadership Attribute Matrix (continued)

Producing scholarly writing and research	x				x	
Resolving human conflict					x	
Demonstrating a sense of humor					x	
Empathizing with the plight of others / Seeing through the eyes of others			x		x	
Tolerating criticism well						
Understanding organizations as cultures				x		
Using sound judgment	x				x	x
Involving self in the life of the community inside and outside the institution					x	
Committing self to the mission of the institution						
Using contemporary technology appropriately					x	
Participating in continuing professional leadership development activities		x	x		x	x
Promoting mentoring others as a way to grow others in the institution				x		
Taking risks willingly					x	

Leadership Attribute Matrix (continued)

	Schein 1996	Harris 1996	Roueche 1996	Desjardins 1996	Saenz 1996
Adapting easily to changing circumstances within the institution	x		x		
Adapting easily to changing circumstances outside the institution	x		x		
Analyzing situations accurately and efficiently					
Attracting and selecting quality people					
Building and maintaining peer networks outside the institution					
Building teams and fostering collaboration		x	x	x	
Communicating effectively (orally and in writing)				x	x
Conceptualizing a vision of the college's future; communicating that vision to others					
Conducting sound financial planning and management					
Keeping commitments consistently					
Possessing personal integrity					
Possessing a strong moral code					
Empowering diverse groups		x		x	
Promoting multiculturalism					
	Schein 1996	Harris 1996	Roueche 1996	Desjardins 1996	Saenz 1996

Leadership Attribute Matrix (continued)

Establishing and coordinating an organized structure					
Using power to influence the beliefs and actions of others	x				
Inspiring and motivating others	x				x
Interacting well in one-on-one situations					
Accepting, introducing & monitoring change in people / structures in institutions			x	x	
Involving others in decision making					
Knowing when to and when not to delegate authority					
Maintaining a positive outlook					
Maintaining composure and self-control during difficult circumstances					
Maintaining a healthy physical, psychological and mental self					
Maintaining a vigorous, vital and energetic outward appearance					
Making sound and credible decisions					
Managing one's self and time					
Persisting to see planning through to completion					
	Schein	**Harris**	**Roueche**	**Desjardins**	**Saenz**
	1996	**1996**	**1996**	**1996**	**1996**
Producing scholarly writing and research					

Leadership Attribute Matrix (continued)

Resolving human conflict					
Demonstrating a sense of humor					
Empathizing with the plight of others / Seeing through the eyes of others					
Tolerating criticism well					
Understanding organizations as cultures				x	
Using sound judgment					
Involving oneself in the life of the community inside and outside the institution				x	
Committing oneself to the mission of the institution					
Using contemporary technology appropriately			x	x	
Participating in continuing professional leadership development activities					
Promoting mentoring others as a way to develop others in the institution					
Taking risks willingly					

Leadership Attribute Matrix (continued)

	Vaughan &				McFarlin
	Scott	Hankin	Wheelan	Lee	& Ebbers
	1996	1996	1996	1996	1997
Adapting easily to changing circumstances within the institution					
Adapting easily to changing circumstances outside the institution					
Analyzing situations accurately and efficiently					
Attracting and selecting quality people					
Building and maintaining peer networks outside the institution					
Building teams and fostering collaboration				x	x
Communicating effectively (orally and in writing)					
Conceptualizing a vision of the college's future ; communicating that vision to others					
Conducting sound financial planning and management					
Keeping commitments consistently					
Possessing personal integrity					
Possessing a strong moral code					
Empowering diverse groups				x	
Promoting multiculturalism				x	
	Vaughan &				McFarlin
	Scott	Hankin	Wheelan	Lee	& Ebbers

Leadership Attribute Matrix (continued)

	1996	1996	1996	1996	1997
Establishing and coordinating an organized structure					
Using power to influence the beliefs and actions of others					
Inspiring and motivating others					
Interacting well in one-on-one situations					
Accepting, introducing and monitoring change in people / structures in the institution					x
Involving others in decision making					x
Knowing when and when not to delegate authority					
Maintaining a positive outlook					
Maintaining composure and self-control during difficult circumstances					
Maintaining a healthy physical, psychological and mental self					
Maintaining a vigorous, vital and energetic outward appearance					
Making sound and credible decisions					
Managing one's self and time					
Persisting to see planning through to completion					
	Vaughan & Scott	Hankin	Wheelan	Lee	McFarlin & Ebbers
	1996	1996	1996	1996	1997

Leadership Attribute Matrix (continued)

Producing scholarly writing and research	x				x
Resolving human conflict					
Demonstrating a sense of humor					
Tolerating criticism well			x		
Understanding organizations as cultures					
Using sound judgment					
Involving oneself in the life of the community inside and outside the institution					
Committing oneself to the mission of the institution					
Using contemporary technology appropriately					x
Participating in continuing professional leadership development activities		x			x
Promoting mentoring others as a way to develop others in the institution					x
Taking risks willingly					

Leadership Attribute Matrix (continued)

	Pierce & Pederson 1997	Gallego 1997	Willardson & Muse 1998	Teixeria 1998	Pielstick 1998
Adapting easily to changing circumstances within the institution	x				
Adapting easily to changing circumstances outside the institution	x				
Analyzing situations accurately and efficiently					
Attracting and selecting quality people			x	x	
Building and maintaining peer networks outside the institution			x	x	
Building teams and fostering collaboration					
Communicating effectively (orally and in writing)				x	
Conceptualizing a vision of the colleges future; communicating that vision to others				x	x
Conducting sound financial planning and management			x		
Keeping commitments consistently					
Possessing personal integrity			x		x
Possessing a strong moral code			x		
Empowering diverse groups					
Promoting multiculturalism					
	Pierce & Pederson	Gallego	Willardson & Muse	Teixeria	Pielstick

Leadership Attribute Matrix (continued)

	1997	1997	1998	1998	1998
Establishing and coordinating an organized structure			x		
Using power to influence the beliefs and actions of others					
Inspiring and motivating others					
Interacting well in one-on-one situations				x	
Accepting, introducing and monitoring change in people / structures in the institution				x	
Involving others in decision making					
Knowing when and when not to delegate authority					
Maintaining a positive outlook					
Maintaining composure and self-control during difficult circumstances		x			
Maintaining a healthy physical, psychological and mental self					
Maintaining a vigorous, vital and energetic outward appearance			x		
Making sound and credible decisions					
Managing one's self and time					
Persisting to see planning through to completion					
	Pierce & Pederson	Gallego	Willardson & Muse	Teixeria	Pielstick
	1997	1997	1998	1998	1998

Leadership Attribute Matrix (continued)

Producing scholarly writing and research			x		
Resolving human conflict			x		
Demonstrating a sense of humor					
Empathizing with the plight of others / Seeing through the eyes of others when necessary					
Tolerating criticism well		x			
Understanding organizations as cultures					x
Using sound judgment			x		
	x				
Involving oneself in the life of the community inside and outside the institution					
Committing oneself to the mission of the institution					
Using contemporary technology appropriately					
Participating in continuing professional leadership development activities		x			
Promoting mentoring others as a way to demonstrategrow others in the institution		x			
Taking risks willingly		x			

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APPENDIX D

COMMUNITY COLLEGE LEADERSHIP ATTRIBUTE SURVEY

PLEASE USE NO. 2 PENCIL

RIGHT	WRONG
● ● ●	○ ○ ○ ○

COMMUNITY COLLEGE LEADERSHIP ATTRIBUTE SURVEY

PROFILE INFORMATION:

1. What is your gender?

Female Male

2. What is your present position?

President
Vice President for Academic Affairs
Other (please specify)

3. What is your age?

4. How many years of experience do you have in higher education?

5. How many years of experience do you have in your current position?

6.a. In addition to higher education, have you worked in the private sector?

Yes No

6.b. If yes, for how many years?

7. Would you like to receive a copy of the Executive Summary?

Yes No

DIRECTIONS FOR LEADERSHIP ATTRIBUTES SURVEY:

Below are several leadership attributes that are identified in the literature as important for community college leaders. In general, please identify the degree to which you currently observe each attribute as being practiced by mid-level managers in your community college. For the purpose of this survey, mid-level managers are defined as managers at the middle levels of the organizational hierarchy who are responsible for the direction of the lower-level supervisors reporting to them.

Given the change and uncertainty that is occuring in the community college, greater importance is being placed on the attributes that will be needed by community college senior administrators during the next 10 years. For each attribute listed below, please identify your level of agreement regarding the future importance of each attribute.

Current Observation: Never (1), Rarely (2), Sometimes (3), Frequently (4), Very Frequently (5)

Future Importance: Not Important (1), Somewhat Important (2), Neutral (3), Important (4), Extremely Important (5)

LEADERSHIP ATTRIBUTES

1. Adapting easily to changing circumstances within the institution.
2. Adapting easily to changing circumstances outside the institution.
3. Analyzing situations accurately and efficiently.
4. Attracting and selecting quality people.
5. Building and maintaining peer networks outside the institution.
6. Building teams and fostering collaboration.
7. Communicating effectively (orally and in writing).
8. Conceptualizing a vision of the college's future and communicating that vision to others.
9. Conducting sound financial planning and management.
10. Keeping commitments consistently.
11. Possessing personal integrity.
12. Possessing a strong moral code.
13. Empowering diverse groups.
14. Promoting multiculturalism.
15. Establishing and coordinating an organized structure.
16. Using power to influence the beliefs and actions of others.
17. Inspiring and motivating others.
18. Interacting well in one-on-one situations.
19. Accepting, introducing and monitoring change in people and structures in the institution.
20. Involving others in decision making.
21. Knowing when and when not to delegate authority.
22. Maintaining a positive outlook.
23. Maintaining composure and self-control during difficult circumstances.
24. Maintaining a healthy physical, psychological, and mental self.
25. Maintaining a vigorous, vital, and energetic outward appearance.
26. Making sound and credible decisions.
27. Managing one's self and time.
28. Persisting to see planning through to completion.
29. Producing scholarly writing and research.
30. Resolving human conflict.
31. Demonstrating a sense of humor.
32. Empathizing with the plight of others; seeing through the eyes of others when necessary.
33. Responding well to criticism.
34. Understanding organizations as cultures.
35. Using sound judgment.
36. Involving oneself in the life of the community inside and outside the institution.
37. Committing oneself to the mission of the institution.
38. Using contemporary technology appropriately.
39. Participating in continuing professional leadership activities.
40. Promoting mentoring as a way to develop others in the institution.
41. Taking risks willingly.

Thank you for your assistance. Please insert survey in the envelope provided and return the envelope as requested.
Contact: Lynn Jones, Walters State Community College, 500 S. Davy Crockett Parkway, Morristown, TN 37813-6899
(423) 585-6845, lynn.jones@wscc.cc.tn.us

BEST COPY AVAILABLE

APPENDIX E

COVER LETTERS

AND

FOLLOW-UP LETTER

April 2, 1999

Dr. «FirstName» «MI» «LastName»
«JobTitle»
«Company»
«Address»
«City», «State» «PostalCode»

Dear Dr. «LastName»:

I am an Educational Leadership & Policy Analysis doctoral student at East Tennessee State University in Johnson City, Tennessee working under the direction of Dr. Terrence Tollefson. My dissertation will attempt to determine the leadership attributes that mid-level managers in community colleges currently possess, as well as the attributes that senior leaders will need in community colleges within the next 10 years.

Community colleges place great value on the talent and expertise of senior administrators, and recognize that when such administrators retire or leave their respective institutions, an abrupt loss of talent and expertise occurs. A potential pool of mid-level successors is waiting for opportunities to assume these vacancies. The purpose of this study is to ascertain what leadership attributes are currently perceived as being practiced by mid-level managers, as well as those attributes that are considered necessary for effective leadership in the next 10 years.

You have been chosen to participate in this study because you were identified in *Shared Vision: Transformational Leadership in American Community Colleges*, (Roueche, Baker & Rose, 1989) as a community college leader "who has demonstrated the ability to influence and shape behaviors consistent with increased staff and faculty commitment to the unique mission of the community college."

Would you please take a few minutes to complete the attached survey and return it to me within the next two weeks in the enclosed self-addressed stamped envelope? It should take no longer than 15 minutes to complete the survey. The surveys have been alpha/numerically coded for follow-up purposes only. The code will not be used in any way to identify you or your college. If you wish to receive an executive summary of this study, please indicate such on the survey in the appropriate box.

Thank you for your assistance in helping me obtain this information regarding community college leadership attributes.

Sincerely,

Lynn Jones
Walters State Community College
500 South Davy Crockett Parkway
Morristown, TN 37813-6899

BEST COPY AVAILABLE

April 2, 1999

Dr. «FirstName» «MI» «LastName»
«JobTitle»
«Company»
«Address»
«City», «State» «PostalCode»

Dear Dr. «LastName»:

I am an Educational Leadership & Policy Analysis doctoral student at East Tennessee State University in Johnson City, Tennessee working under the direction of Dr. Terrence Tollefson. My dissertation will attempt to determine the leadership attributes that mid-level managers in community colleges currently possess, as well as the attributes that senior leaders will need in community colleges within the next 10 years.

Community colleges place great value on the talent and expertise of senior administrators, and recognize that when such administrators retire or leave their respective institutions, an abrupt loss of talent and expertise occurs. A potential pool of mid-level successors is waiting for opportunities to assume these vacancies. The purpose of this study is to ascertain what leadership attributes are currently perceived as being practiced by mid-level managers, as well as those attributes that are considered necessary for effective leadership in the next 10 years.

You have been chosen to participate in this study because you are a vice president for Academic Affairs whose president was identified in *Shared Vision: Transformational Leadership in American Community Colleges*, (Roueche, Baker & Rose, 1989) as a community college leader "who has demonstrated the ability to influence and shape behaviors consistent with increased staff and faculty commitment to the unique mission of the community college."

Would you please take a few minutes to complete the attached survey and return it to me within the next two weeks in the enclosed self-addressed stamped envelope? It should take no longer than 15 minutes to complete the survey. The surveys have been alpha/numerically coded for follow-up purposes only. The code will not be used in any way to identify you or your college. If you wish to receive an executive summary of this study, please indicate such on the survey in the appropriate box.

Thank you for your assistance in helping me obtain this information regarding community college leadership attributes.

Sincerely,

Lynn Jones
Walters State Community College
500 South Davy Crockett Parkway
Morristown, TN 37813-6899

BEST COPY AVAILABLE

April 2, 1999

Dr. «FirstName» «Middle» «LastName»
«JobTitle»
«Company»
«Address»
«City», «State» «PostalCode»

Dear Dr. «LastName»:

I am an Educational Leadership and Policy Analysis doctoral student at East Tennessee State University in Johnson City. My dissertation will attempt to ascertain what leadership attributes are perceived as currently being practiced by mid-level managers, as well as those attributes that are considered necessary for effective leadership in the next 10 years.

The community colleges governed by the Tennessee Board of Regents place great value on the talent and expertise of senior administrators and recognize that when such administrators retire or leave their respective institutions, an abrupt loss of talent and expertise occurs. A potential pool of mid-level successors is waiting for opportunities to assume these vacancies. This study will help identify what attributes are perceived as currently being practiced by mid-level managers as well as those that are likely to provide continued innovation for tomorrow's demands.

Would you please take a few minutes to complete the attached survey and return it to me in the enclosed self-addressed stamped envelope within the next two weeks? The survey should take no longer than 15 minutes to complete. The surveys have been alpha/numerically coded for follow-up purposes only. The code will not be used in any way to identify you or your college. If you wish to receive an executive summary of this study, please indicate such on the survey in the appropriate box.

Thank you for your assistance in helping me obtain this information regarding community college leadership attributes.

Sincerely,

Lynn Jones
Walters State Community College
500 South Davy Crockett Parkway
Morristown, TN 37813-6899

BEST COPY AVAILABLE

April 30, 1999

Dr. «FirstName» «MI» «LastName»
«Company»
«Address»
«City», «State» «PostalCode»

Dear Dr. «LastName»:

On April 2, 1999 a survey instrument was mailed to you regarding perceptions of leadership attributes that you currently observe as being practiced by mid-level managers in your institution. The instrument also gave the opportunity to share your perception of leadership attributes that will be needed to guide your institution through the next 10 years. Your response is important to this study. If you have not yet completed your survey, will you complete the enclosed survey instrument and return it to me in the self-addressed stamped envelope at your earliest convenience? If you have already mailed your response, I sincerely thank you.

If you have any questions or concerns about the study, please feel free to call me at 423-585-6845 or e-mail me at lynn.jones@wscc.cc.tn.us. Again, your response is appreciated.

Sincerely,

Lynn Jones
Walters State Commu[illegible] College
500 South Davy Cro[illegible]t Parkway
Morristown, TN [illegible]13-6899

APPENDIX F

DATA TABLES

Table F-1

Mean and Standard Deviation for Each of the 41 Community College Leadership Attributes Relating to Current Observation and Future Importance.

	Current Observation			Future Importance		
	N	M	SD	N	M	SD
A1. Adapting easily to changing circumstances within the institution	106	3.69	.72	107	4.64	.55
A2. Adapting easily to changing circumstances outside the institution.	106	3.58	.77	107	4.61	.61
A3. Analyzing situations accurately and efficiently	106	4.02	.63	107	4.62	.50
A4. Attracting and selecting quality people	106	4.00	.72	107	4.77	.45
A5. Building and maintaining peer networks outside the institution	106	3.53	.91	106	4.11	.68
A6. Building teams and fostering collaboration	106	3.80	.79	106	4.60	.64
A7. Communicating effectively	106	4.0	.80	106	4.70	.52

Table F-1 (continued)

	Current Observation			Future Importance		
	N	M	SD	N	M	SD
A8. Conceptualizing a vision of the college's future and communicating that vision to others.	105	3.52	.96	106	4.49	.62
A9. Conducting sound financial planning and management	106	3.81	.95	107	4.54	.74
A10. Keeping commitments consistently	106	4.19	.73	107	4.51	.60
A11. Possessing personal integrity	106	4.53	.60	107	4.86	.35
A12. Possessing a strong moral code	107	4.39	.76	107	4.61	.56
A13. Empowering diverse groups	107	3.58	.78	107	4.30	.65
A14. Promoting multiculturalism	105	3.59	.73	106	4.23	.71
A15. Establishing and coordinating an organized structure	106	3.80	.76	107	4.15	.68
A16. Using power to influence the beliefs and actions of others	106	3.10	.86	107	3.07	1.13
A17. Inspiring and motivating others	106	3.86	.76	106	4.65	.50
A18. Interacting well in one-on-one situations	105	4.01	.70	106	4.41	.65

Table F-1 (continued)

	Current Observation			Future Importance		
	N	M	SD	N	M	SD
A19. Accepting, introducing and monitoring change in people and structures in the institution	106	3.57	.77	106	4.40	.70
A20. Involving others in decision making	106	3.94	.83	107	4.55	.55
A21. Knowing when and when not to delegate authority	106	3.66	.79	107	4.37	.61
A22. Maintaining a positive outlook	106	4.05	.75	107	4.49	.57
A23. Maintaining composure and self-control during difficult circumstances	105	3.94	.63	106	4.45	.59
A24. Maintaining a healthy physical, psychological and mental self.	105	3.85	.70	107	4.42	.58
A25. Maintaining a vigorous, vital and energetic outward appearance	106	3.72	.79	107	4.15	.82
A26. Making sound and credible decisions	106	4.01	.61	107	4.67	.49
A27. Managing one's self and time	105	3.83	.70	107	4.47	.59
A28. Persisting to see planning through to completion	105	3.78	.80	106	4.50	.54
A29. Producing scholarly writing and research	105	2.37	.65	107	2.75	.96

Table F-1 (continued)

	Current Observation			Future Importance		
	N	M	SD	N	M	SD
A30. Resolving human conflict	105	3.85	.76	107	4.37	.54
A31. Demonstrating a sense of humor	105	3.91	.85	107	4.28	.74
A32. Empathizing with the plight of others; seeing through the eyes of others when necessary	105	3.78	.78	106	4.25	.63
A33. Responding well to criticism	105	3.49	.81	107	4.16	.62
A34. Understanding organizations as cultures	105	3.47	.92	107	4.18	.68
A35. Using sound judgment	105	4.10	.66	107	4.66	.47
A36. Involving oneself in the life of the community inside and outside the institution	104	3.74	.80	105	4.32	.69
A37. Committing oneself to the mission of the institution	105	4.26	.69	107	4.81	.39
A38. Using contemporary technology appropriately	105	3.98	.72	107	4.55	.54
A39. Participating in continuing professional leadership activities	106	3.76	.78	107	4.28	.61

Table F-1 (continued)

	Current Observation			Future Importance		
	N	M	SD	N	M	SD
A40. Promoting mentoring as a way to develop others in the institution	105	3.27	.86	105	3.96	.81
A41. Taking risks willingly	106	3.32	.86	106	4.19	.65

Table F-2

Mean and Standard Deviation for Each of the 41 Community College Leadership Attributes Currently Observed by Level of Importance.

	N	M	SD
A29. Producing scholarly writing and research	105	2.37	.65
A16. Using power to influence the beliefs of others	106	3.10	.86
A40. Promoting mentoring as a way to develop others in the institution	105	3.27	.86
A41. Taking risks willingly	106	3.32	.86
A34. Understanding organizations as cultures	105	3.47	.92
A33. Responding well to criticism	105	3.49	.81
A8. Conceptualizing a vision of the college's future and communicating that vision to others	105	3.52	.96
A5. Building and maintaining peer networks outside the institution	106	3.53	.91
A19. Accepting, introducing and monitoring change in people and structures in the institution	106	3.57	.77
A13. Empowering diverse groups	107	3.58	.78
A2. Adapting easily to changing circumstances outside the institution	106	3.58	.77
A14. Promoting multiculturalism	105	3.59	.73
A21. Knowing when and when not to delegate authority	106	3.66	.79
A1. Adapting easily to changing circumstances within the institution	106	3.69	.72
A25. Maintaining a vigorous, vital and energetic outward appearance	106	3.72	.79
A36. Involving oneself in the life of the community inside and outside the institution	104	3.74	.80

Table F-2 (continued)

	N	M	SD
A39. Participating in continuing professional leadership activities	106	3.76	.78
A32. Empathizing with the plight of others; seeing through the eyes of others when necessary	105	3.78	.78
A28. Persisting to see planning through to completion	105	3.78	.80
A15. Establishing and coordinating an organized structure	106	3.80	.76
A6. Building teams and fostering collaboration	106	3.80	.79
A9. Conducting sound financial planning and management	106	3.81	.95
A27. Managing one's self and time	105	3.83	.70
A30. Resolving human conflict	105	3.85	.76
A24. Maintaining a healthy, physical, psychological and mental self	105	3.85	.70
A17. Inspiring and motivating others	106	3.86	.76
A31. Demonstrating a sense of humor	105	3.91	.85
A23. Maintaining composure and self-control during difficult circumstances	105	3.94	.63
A20. Involving others in decision making	106	3.94	.83
A38. Using contemporary technology appropriately	105	3.98	.72
A7. Communicating effectively	106	4.00	.80
A4. Attracting and selecting quality people	106	4.00	.72
A18. Interacting well in one-on-one situations	105	4.01	.70

Table F-2 (continued)

	N	M	SD
A26. Making sound and credible decisions	106	4.01	.61
A3. Analyzing situations accurately and efficiently	106	4.02	.63
A22. Maintaining a positive outlook	106	4.05	.75
A35. Using sound judgment	105	4.10	.66
A10. Keeping commitments consistently	106	4.19	.73
A37. Committing oneself to the mission of the institution	105	4.26	.69
A12. Possessing a strong moral code	107	4.39	.76
A11. Possessing personal integrity	106	4.53	.60

Table F-3

Mean and Standard Deviation of Leadership Attributes Regarding Future Importance by Level of Importance.

	N	M	SD
A29. Producing scholarly writing and research	107	2.75	.96
A16. Using power to influence the beliefs of others	107	3.07	1.13
A40. Promoting mentoring as a way to develop others in the institution	105	3.96	.81
A5. Building and maintaining peer networks outside the institution	106	4.11	.68
A25. Maintaining a vigorous, vital and energetic outward appearance	107	4.15	.82
A15. Establishing and coordinating an organized structure	107	4.15	.68
A33. Responding well to criticism	107	4.16	.62
A34. Understanding organizations as cultures	107	4.18	.68
A41. Taking risks willingly	106	4.19	.65
A14. Promoting multiculturalism	106	4.23	.71
A32. Empathizing with the plight of others; seeing through the eyes of others when necessary	106	4.25	.63
A39. Participating in continuing professional leadership activities	107	4.28	.61
A31. Demonstrating a sense of humor	107	4.28	.74
A13. Empowering diverse groups	107	4.3	.65
A36. Involving oneself in the life of the community inside and outside the institution	105	4.32	.69
A21. Knowing when and when not to delegate authority	107	4.37	.61
A30. Resolving human conflict	107	4.37	.54

Table F-3 (continued)

	N	M	SD
A19. Accepting, introducing and monitoring change in people and structures in the institution	106	4.4	.70
A18. Interacting well in one-on-one situations	106	4.41	.65
A24. Maintaining a healthy physical, psychological and mental self	107	4.42	.58
A23. Maintaining composure and self-control during difficult circumstances	106	4.45	.59
A27. Managing one's self and time	107	4.47	.59
A8. Conceptualizing a vision of the college's future and communicating that vision to others	106	4.49	.62
A22. Maintaining a positive outlook	107	4.49	.57
A28. Persisting to see planning through to completion	106	4.5	.54
A10. Keeping commitments consistently	107	4.51	.60
A9. Conducting sound financial planning and management	107	4.54	.74
A20. Involving others in decision making	107	4.55	.55
A38. Using contemporary technology appropriately	107	4.55	.54
A6. Building teams and fostering collaboration	106	4.6	.64
A2. Adapting easily to changing circumstances outside the institution	107	4.61	.61
A12. Possessing a strong moral code	107	4.61	.56
A3. Analyzing situations accurately and efficiently	107	4.62	.50

Table F-3 (continued)

	N	M	SD
A17. Inspiring and motivating others	106	4.65	.50
A35. Using sound judgment	107	4.66	.47
A26. Making sound and credible decisions	107	4.67	.49
A7. Communicating effectively	106	4.7	.52
A4. Attracting and selecting quality people	107	4.77	.45
A37. Committing oneself to the mission of the institution	107	4.81	.39
A11. Possessing personal integrity	107	4.86	.35

Table F-4

Means and Gap Between Means for Each of the 41 Community College Leadership Attributes Relating to Current Observation and Future Importance

	Current Observation Mean	Future Importance Mean	Gap Between Means
A2. Adapting easily to changing circumstances outside the institution	3.58	4.61	-1.03
A8. Conceptualizing a vision of the college's future and communicating that vision to others	3.52	4.49	-.97
A1. Adapting easily to changing circumstances within the institution	3.69	4.64	-.95
A41. Taking risks willingly	3.32	4.19	-.87
A19. Accepting, introducing and monitoring change in people and structures in the institution	3.57	4.40	-.83
A6. Building teams and fostering collaboration	3.80	4.60	-.80
A17. Inspiring and motivating others	3.86	4.65	-.79
A4. Attracting and selecting quality people	4.00	4.77	-.77
A9. Conducting sound financial planning and management	3.81	4.54	-.73
A28. Persisting to see planning through to completion	3.78	4.50	-.72
A13. Empowering diverse groups	3.58	4.30	-.72
A21. Knowing when and when not to delegate authority	3.66	4.37	-.71
A34. Understanding organizations as cultures	3.47	4.18	-.71

Table F-4 (continued)

	Current Observation Mean	Future Importance Mean	Gap Between Means
A7. Communicating effectively (orally and in writing)	4.00	4.70	-.71
A40. Promoting mentoring as a way to develop others in the institution	3.27	3.96	-.69
A33. Responding well to criticism	3.49	4.16	-.67
A26. Making sound and credible decisions	4.01	4.67	-.66
A14. Promoting multiculturalism	3.59	4.23	-.64
A27. Managing one's self and time	3.83	4.47	-.64
A20. Involving others in decision making	3.94	4.55	-.61
A3. Analyzing situations accurately and efficiently	4.02	4.62	-.60
A5. Building and maintaining peer networks outside the institution	3.53	4.11	-.58
A36. Involving oneself in the life of the community inside and outside the institution	3.74	4.32	-.58
A24. Maintaining a healthy physical, psychological, and mental self	3.85	4.42	-.51
A38. Using contemporary technology appropriately	3.98	4.55	-.57
A35. Using sound judgment	4.10	4.66	-.56
A37. Committing oneself to the mission of the institution	4.26	4.81	-.55
A39. Participating in continuing professional leadership activities	3.76	4.28	-.52
A30. Resolving human conflict	3.85	4.37	-.52
A23. Maintaining composure and self-control during difficult circumstances	3.94	4.45	-.51

Table F-4 (continued)

	Current Observation Mean	Future Importance Mean	Gap Between Means
A32. Empathizing with the plight of others; seeing through the eyes of others when necessary	3.78	4.25	-.47
A22. Maintaining a positive outlook	4.05	4.49	-.44
A25. Maintaining a vigorous, vital, and energetic outward appearance	3.72	4.15	-.43
A18. Accepting, introducing, and monitoring change in people and structures in the institution	4.01	4.41	-.40
A29. Producing scholarly writing and research	2.37	2.75	-.38
A31. Demonstrating a sense of humor	3.91	4.28	-.37
A15. Establishing and coordinating an organized structure	3.80	4.15	-.35
A11. Possessing personal integrity	4.53	4.86	-.33
A10. Keeping commitments consistently	4.19	4.51	-.32
A12. Possessing a strong moral code	4.39	4.61	-.22
A16. Using power to influence the beliefs and actions of others.	3.10	3.07	.03

Table F-5

Means, Standard Deviation, and t-test for Dependent Samples: Current Observation and Future Importance

Competency		N	M	SD	t	Sig.
A1. Adapting easily to changing circumstances within the institution	Current	106	3.69	.72	-12.885	.000*
	Future	106	4.64	.56		
A2. Adapting easily to changing circumstances outside the institution.	Current	106	3.57	.76	-12.777	.000*
	Future	106	4.62	.60		
A3. Analyzing situations accurately and efficiently	Current	106	4.01	.63	-9.256	.000*
	Future	106	4.62	.50		
A4. Attracting and selecting quality people	Current	106	4.00	.72	-11.063	.000*
	Future	106	4.77	.44		
A5. Building and maintaining peer networks outside the institution	Current	106	3.52	.90	-7.186	.000*
	Future	106	4.11	.68		
A6. Building teams and fostering collaboration	Current	105	3.80	.78	-8.773	.000*
	Future	105	4.60	.64		
A7. Communicating effectively	Current	105	3.99	.80	-8.689	.000*
	Future	105	4.69	.52		
A8. Conceptualizing a vision of the college's future and communicating that vision to others.	Current	105	3.52	.96	-11.542	.000*
	Future	105	4.48	.62		
A9. Conducting sound financial planning and management	Current	106	3.81	.94	-8.213	.000*
	Future	106	4.53	.74		

Table F-5 (continued)

Competency		N	M	SD	t	Sig.
A10. Keeping commitments consistently	Current	106	4.18	.73	-4.478	.000*
	Future	106	4.50	.60		
A11. Possessing personal integrity	Current	106	4.53	.60	-5.712	.000*
	Future	106	4.85	.35		
A12. Possessing a strong moral code	Current	107	4.39	.76	-3.358	.001*
	Future	107	4361	.56		
A13. Empowering diverse groups	Current	107	3.57	.77	-9.611	.000*
	Future	107	4.29	.64		
A14. Promoting multiculturalism	Current	105	3.59	.72	-8.737	.000*
	Future	105	4.21	.70		
A15. Establishing and coordinating an organized structure	Current	106	3.80	.76	-4.487	.000*
	Future	106	4.14	.68		
A16. Using power to influence the beliefs and actions of others	Current	106	3.10	.86	.205	.838
	Future	106	3.08	1.11		
A17. Inspiring and motivating others	Current	105	3.84	.75	-10.079	.000*
	Future	105	4.64	.49		
A18. Interacting well in one-on-one situations	Current	104	4.06	.70	-5.559	.000*
	Future	104	4.41	.64		
A19. Accepting, introducing and monitoring change in people and structures in the institution	Current	105	3.56	.77	-9.396	.000*
	Future	105	4.39	.70		
A20. Involving others in decision making	Current	106	3.94	.82	-7.338	.000*
	Future	106	4.54	.55		
A21. Knowing when and when not to delegate authority	Current	106	3.66	.79	-8.247	.000*
	Future	106	4.36	.60		

Table F-5 (continued)

Competency		N	M	SD	t	Sig.
A22. Maintaining a positive outlook	Current	106	4.04	.74	-5.634	.000*
	Future	106	4.48	.57		
A23. Maintaining composure and self-control during difficult circumstances	Current	105	3.94	.63	-6.911	.000*
	Future	105	4.44	.58		
A24. Maintaining a healthy physical, psychological and mental self.	Current	105	3.84	.70	-8.144	.000*
	Future	105	4.42	.56		
A25. Maintaining a vigorous, vital and energetic outward appearance	Current	106	3.71	.78	-4.250	.000*
	Future	106	4.15	.82		
A26. Making sound and credible decisions	Current	106	4.06	.60	-9.674	.000*
	Future	106	4.66	.49		
A27. Managing one's self and time	Current	105	3.83	.69	-7.936	.000*
	Future	105	4.46	.58		
A28. Persisting to see planning through to completion	Current	104	3.77	.80	-8.843	.000*
	Future	104	4.49	.53		
A29. Producing scholarly writing and research	Current	105	2.37	.65	-4.467	.000*
	Future	105	2.72	.93		
A30. Resolving human conflict	Current	105	3.84	.75	-7.439	.000*
	Future	105	4.38	.52		
A31. Demonstrating a sense of humor	Current	105	3.91	.84	-4.222	.000*
	Future	105	4.27	.74		
A32. Empathizing with the plight of others; seeing through the eyes of others when necessary	Current	105	3.78	.78	-5.664	.000*
	Future	105	4.24	.63		

Table F-5 (continued)

Competency		N	M	SD	t	Sig.
A33. Responding well to criticism	Current	105	3.48	.81	-7.576	.000*
	Future	105	4.16	.60		
A34. Understanding organizations as cultures	Current	105	3.46	.92	-7.722	.000*
	Future	105	4.18	.67		
A35. Using sound judgment	Current	105	4.18	.67	-8.832	.000*
	Future	105	4.09	.65		
A36. Involving oneself in the life of the community inside and outside the institution	Current	104	3.74	.80	-5.417	.000*
	Future	104	4.27	.61		
A37. Committing oneself to the mission of the institution	Current	105	4.25	.69	-8.706	.000*
	Future	105	4.80	.39		
A38. Using contemporary technology appropriately	Current	105	3.98	.72	-7.386	.000*
	Future	105	4.56	.53		
A39. Participating in continuing professional leadership activities	Current	106	3.76	.77	-6.401	.000*
	Future	106	4.27	.61		
A40. Promoting mentoring as a way to develop others in the institution	Current	104	3.26	.86	-6.782	.000*
	Future	104	3.95	.80		
A41. Taking risks willingly	Current	105	3.30	.84	-10.573	.000*
	Future	105	4.19	.65		

$p < 0.05$

Table F-6

Means, Standard Deviations, and t-Test for Independent Means for Male and Female Respondents: Future Importance

Attribute		N	M	SD	t	Sig.
A1. Adapting easily to changing circumstances within the institution	Female	24	4.70	.69	.540	.593
	Male	83	4.62	.51		
A2. Adapting easily to changing circumstances outside the institution.	Female	24	4.70	.55	.896	.375
	Male	83	4.59	.62		
A3. Analyzing situations accurately and efficiently	Female	24	4.75	.44	1.495	.142
	Male	83	4.59	.51		
A4. Attracting and selecting quality people	Female	24	4.75	.44	-.205	.839
	Male	83	4.77	.45		
A5. Building and maintaining peer networks outside the institution	Female	24	4.25	.67	1.126	.267
	Male	82	4.07	.68		
A6. Building teams and fostering collaboration	Female	23	4.69	.47	.950	.346
	Male	83	4.57	.68		
A7. Communicating effectively	Female	24	4.75	.44	.619	.539
	Male	82	4.68	.54		
A8. Conceptualizing a vision of the college's future and communicating that vision to others.	Female	24	4.37	.64	-1.007	.321
	Male	82	4.52	.61		
A9. Conducting sound financial planning and management	Female	24	4.62	.64	.682	.499
	Male	83	4.51	.77		
A10. Keeping commitments consistently	Female	24	4.58	.58	.653	.517
	Male	83	4.49	.61		

Table F-6 (continued)

Attribute		N	M	SD	t	Sig.
A11. Possessing personal integrity	Female	24	4.91	.28	1.044	.302
	Male	83	4.84	.36		
A12. Possessing a strong moral code	Female	24	4.70	.46	1.030	.308
	Male	83	4.59	.58		
A13. Empowering diverse groups	Female	24	4.41	.71	.937	.355
	Male	83	4.26	.62		
A14. Promoting multiculturalism	Female	24	4.45	.50	2.262	.028*
	Male	82	4.15	.74		
A15. Establishing and coordinating an organized structure	Female	24	4.20	.58	.529	.599
	Male	83	4.13	.71		
A16. Using power to influence the beliefs and actions of others	Female	24	3.20	1.35	.616	.542
	Male	83	4.02	1.05		
A17. Inspiring and motivating others	Female	24	4.58	.50	-7.50	.458
	Male	82	4.67	.49		
A18. Interacting well in one-on-one situations	Female	23	4.60	.58	1.751	.088
	Male	83	4.36	.65		
A19. Accepting, introducing and monitoring change in people and structures in the institution	Female	24	4.58	.58	1.686	.099
	Male	82	4.34	.72		
A20. Involving others in decision making	Female	24	4.58	.50	.342	.734
	Male	83	4.54	.56		
A21. Knowing when and when not to delegate authority	Female	24	4.41	.65	.371	.713
	Male	83	4.36	.59		
A22. Maintaining a positive outlook	Female	24	4.45	.65	-2.42	.810
	Male	83	4.49	.54		

Table F-6 (continued)

Attribute		N	M	SD	t	Sig.
A23. Maintaining composure and self-control during difficult circumstances	Female	24	4.50	.65	.411	.684
	Male	82	4.43	.56		
A24. Maintaining a healthy physical, psychological and mental self.	Female	24	4.41	.65	-.034	.973
	Male	83	4.42	.56		
A25. Maintaining a vigorous, vital and energetic outward appearance	Female	24	4.20	.93	.362	.719
	Male	83	4.13	.79		
A26. Making sound and credible decisions	Female	24	4.70	.46	.417	.679
	Male	83	4.66	.50		
A27. Managing one's self and time	Female	24	4.54	.50	.776	.442
	Male	83	4.44	.60		
A28. Persisting to see planning through to completion	Female	23	4.43	.58	-.613	.544
	Male	83	4.51	.52		
A29. Producing scholarly writing and research	Female	24	2.91	1.13	.814	.422
	Male	83	2.71	.90		
A30. Resolving human conflict	Female	24	4.45	.50	.906	.370
	Male	83	4.34	.55		
A31. Demonstrating a sense of humor	Female	24	4.33	.76	.390	.699
	Male	83	4.26	.73		
A32. Empathizing with the plight of others; seeing through the eyes of others when necessary	Female	24	4.29	.69	.383	.704
	Male	82	4.23	.61		
A33. Responding well to criticism	Female	24	4.12	.67	-.284	.778
	Male	83	4.16	.60		

Table F-6 (continued)

Attribute		N	M	SD	t	Sig.
A 34. Understanding organizations as cultures	Female	24	4.12	.79	-.381	.706
	Male	83	4.19	.65		
A35. Using sound judgment	Female	24	4.66	.48	.036	.971
	Male	83	4.66	.47		
A36. Involving oneself in the life of the community inside and outside the institution	Female	24	4.37	.57	.467	.643
	Male	81	4.30	.71		
A37. Committing oneself to the mission of the institution	Female	24	4.83	.38	.293	.771
	Male	83	4.80	.39		
A38. Using contemporary technology appropriately	Female	24	4.62	.49	.807	.424
	Male	83	4.53	.54		
A39. Participating in continuing professional leadership activities	Female	24	4.37	.57	.898	.375
	Male	83	4.25	.62		
A40. Promoting mentoring as a way to develop others in the institution	Female	24	3.79	.97	-1.021	.315
	Male	81	4.01	.74		
A41. Taking risks willingly	Female	24	4.29	.69	.845	.404
	Male	82	4.15	.63		

$p < 0.05$

Table F-7

Means, Standard Deviation, and t-Test for Presidents and Vice Presidents for Academic Affairs 55 Years of Age and Older, and 54 Years of Age and Younger: Future Importance.

Competency	Age	N	M	SD	t	Sig.
A1. Adapting easily to changing circumstances within the institution	55+	39	4.56	.68	-1.036	.305
	54-	68	4.69	.46		
A2. Adapting easily to changing circumstances outside the institution.	55+	39	4.35	.77	-3.008	.004*
	54-	68	4.76	.42		
A3. Analyzing situations accurately and efficiently	55+	39	4.53	.55	-1.307	.196
	54-	68	4.67	.47		
A4. Attracting and selecting quality people	55+	39	4.74	.44	-.400	.690
	54-	68	4.77	.45		
A5. Building and maintaining peer networks outside the institution	55+	39	4.00	.82	-1.194	.237
	54-	67	4.17	.57		
A6. Building teams and fostering collaboration	55+	38	4.44	.86	-1.169	.112
	54-	68	4.69	.46		
A7. Communicating effectively	55+	38	4.52	.60	-2.399	.020*
	54-	68	4.79	.44		
A8. Conceptualizing a vision of the college's future and communicating that vision to others.	55+	39	4.38	.71	-1.263	.211
	54-	67	4.55	.55		
A9. Conducting sound financial planning and management	55+	39	4.38	.93	-1.490	.142
	54-	68	4.63	.59		

Table F-7 (continued)

Competency	Age	N	M	SD	t	Sig.
A10. Keeping commitments consistently	55+	39	4.41	.63	-1.316	.192
	54-	68	4.57	.58		
A11. Possessing personal integrity	55+	39	4.84	.36	-.300	.765
	54-	68	4.86	.34		
A12. Possessing a strong moral code	55+	39	4.64	.58	.331	.741
	54-	68	4.60	.55		
A13. Empowering diverse groups	55+	39	4.00	.76	-3.45	.001*
	54-	68	4.47	.50		
A14. Promoting multiculturalism	55+	39	4.00	.72	-2.54	.014*
	54-	67	4.35	.66		
A15. Establishing and coordinating an organized structure	55+	39	4.00	.72	-1.677	.098
	54-	68	4.23	.64		
A16. Using power to influence the beliefs and actions of others	55+	39	3.10	1.14	.256	.799
	54-	68	3.04	1.12		
A17. Inspiring and motivating others	55+	38	4.60	.49	-.706	.482
	54-	68	4.67	.50		
A18. Interacting well in one-on-one situations	55+	38	4.26	.72	-1.726	.089
	54-	68	4.50	.58		
A19. Accepting, introducing and monitoring change in people and structures in the institution	55+	38	4.42	.68	.275	.784
	54-	68	4.38	.71		
A20. Involving others in decision making	55+	39	4.43	.59	-1.586	.117
	54-	68	4.61	.51		
A21. Knowing when and when not to delegate authority	55+	39	4.28	.64	-1.153	.253
	54-	68	4.42	.58		

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Table F-7 (continued)

Competency	Age	N	M	SD	t	Sig.
A22. Maintaining a positive outlook	55+	39	4.35	.58	-1.732	.087
	54-	68	4.55	.55		
A23. Maintaining composure and self-control during difficult circumstances	55+	38	4.26	.60	-2.493	.015*
	54-	68	4.55	.55		
A24. Maintaining a healthy physical, psychological and mental self.	55+	39	4.20	.61	-2.883	.005*
	54-	68	4.54	.53		
A25. Maintaining a vigorous, vital and energetic outward appearance	55+	39	3.82	.99	-2.920	.005*
	54-	68	4.33	.63		
A26. Making sound and credible decisions	55+	39	4.64	.48	-.510	.612
	54-	68	4.69	.49		
A27. Managing one's self and time	55+	39	4.28	.64	-2.395	.019*
	54-	68	4.57	.52		
A28. Persisting to see planning through to completion	55+	38	4.36	.54	-1.88	.063
	54-	68	4.57	.52		
A29. Producing scholarly writing and research	55+	39	2.61	1.01	-1.128	.263
	54-	68	2.83	.92		
A30. Resolving human conflict	55+	39	4.33	.52	-.590	.557
	54-	68	4.39	.55		
A31. Demonstrating a sense of humor	55+	39	4.10	.75	-1.844	.063
	54-	68	4.38	.71		
A32. Empathizing with the plight of others; seeing through the eyes of others when necessary	55+	39	4.07	.57	-2.193	.031*
	54-	67	4.34	.64		
A33. Responding well to criticism	55+	39	4.00	.60	-2.050	.044*
	54-	68	4.25	.60		

Table F-7 (continued)

Competency	Age	N	M	SD	t	Sig.
A 34. Understanding organizations as cultures	55+	39	4.07	.77	-1.090	.280
	54-	68	4.23	.62		
A35. Using sound judgment	55+	39	4.61	.49	-.781	.437
	54-	68	4.69	.46		
A36. Involving oneself in the life of the community inside and outside the institution	55+	38	4.13	.77	-2.058	.044*
	54-	67	4.43	.60		
A37. Committing oneself to the mission of the institution	55+	39	4.64	.48	-3.178	.002*
	54-	68	4.91	.28		
A38. Using contemporary technology appropriately	55+	39	4.38	.59	-2.363	.021*
	54-	68	4.64	.48		
A39. Participating in continuing professional leadership activities	55+	39	4.10	.75	-2.080	.042*
	54-	68	4.38	.48		
A40. Promoting mentoring as a way to develop others in the institution	55+	39	3.64	.87	-3.100	.003*
	54-	66	4.15	.70		
A41. Taking risks willingly	55+	39	4.17	.55	-.118	.907
	54-	67	4.19	.70		

$p < 0.05$

Table F-8

Means, Standard Deviations, and t-Test for Tennessee Presidents and Vice Presidents of Academic Affairs and National Presidents and Vice Presidents of Academic Affairs: Future Importance

Attribute		N	M	SD	t	Sig.
A1. Adapting easily to changing circumstances within the institution	National	82	4.65	.54	.563	.577
	Tennessee	24	4.58	.58		
A2. Adapting easily to changing circumstances outside the institution.	National	82	4.58	.62	-.932	.357
	Tennessee	24	4.70	.55		
A3. Analyzing situations accurately and efficiently	National	82	4.63	.50	.434	.667
	Tennessee	24	4.58	.50		
A4. Attracting and selecting quality people	National	82	4.80	.39	1.433	.162
	Tennessee	24	4.62	.57		
A5. Building and maintaining peer networks outside the institution	National	81	4.14	.69	.956	.345
	Tennessee	24	4.00	.65		
A6. Building teams and fostering collaboration	National	81	4.65	.61	1.471	.151
	Tennessee	24	4.41	.71		
A7. Communicating effectively	National	81	4.70	.53	.322	.749
	Tennessee	24	4.66	.48		
A8. Conceptualizing a vision of the college's future and communicating that vision to others.	National	81	4.49	.61	.236	.815
	Tennessee	24	4.45	.65		
A9. Conducting sound financial planning and management	National	82	4.54	.75	.042	.967
	Tennessee	24	4.54	.72		
A10. Keeping commitments consistently	National	82	4.54	.54	.780	.442
	Tennessee	24	4.41	.77		

Table F-8 (continued)

Attribute		N	M	SD	t	Sig.
A11. Possessing personal integrity	National	82	4.86	.34	.376	.709
	Tennessee	24	4.83	.38		
A12. Possessing a strong moral code	National	82	4.63	.50	.587	.562
	Tennessee	24	4.54	.72		
A13. Empowering diverse groups	National	82	4.34	.59	1.234	.227
	Tennessee	24	4.12	.79		
A14. Promoting multiculturalism	National	81	4.24	.71	.490	.627
	Tennessee	24	4.16	.70		
A15. Establishing and coordinating an organized structure	National	82	4.10	.68	-.892	.378
	Tennessee	24	4.25	.67		
A16. Using power to influence the beliefs and actions of others	National	82	3.18	1.09	1.639	.110
	Tennessee	24	2.75	1.15		
A17. Inspiring and motivating others	National	81	4.66	.50	.362	.720
	Tennessee	24	4.62	.49		
A18. Interacting well in one-on-one situations	National	81	4.38	.62	-.720	.477
	Tennessee	24	4.50	.72		
A19. Accepting, introducing and monitoring change in people and structures in the institution	National	81	4.39	.70	.122	.904
	Tennessee	24	4.37	.71		
A20. Involving others in decision making	National	82	4.54	.52	.049	.962
	Tennessee	24	4.54	.65		
A21. Knowing when and when not to delegate authority	National	82	4.37	.62	.022	.982
	Tennessee	24	4.37	.57		
A22. Maintaining a positive outlook	National	82	4.52	.57	1.454	.154
	Tennessee	24	4.33	.56		

Table F-8 (continued)

Attribute		N	M	SD	t	Sig.
A23. Maintaining composure and self-control during difficult circumstances	National	81	4.44	.61	-.112	.911
	Tennessee	24	4.45	.50		
A24. Maintaining a healthy physical, psychological and mental self.	National	82	4.46	.57	1.533	.134
	Tennessee	24	4.25	.60		
A25. Maintaining a vigorous, vital and energetic outward appearance	National	82	4.19	.74	.841	.407
	Tennessee	24	4.00	1.06		
A26. Making sound and credible decisions	National	82	4.68	.46	.451	.655
	Tennessee	24	4.62	.57		
A27. Managing one's self and time	National	82	4.48	.57	.771	.446
	Tennessee	24	4.37	.64		
A28. Persisting to see planning through to completion	National	81	4.51	.52	.767	.448
	Tennessee	24	4.41	.58		
A29. Producing scholarly writing and research	National	82	2.74	.94	-.576	.568
	Tennessee	24	2.87	.99		
A30. Resolving human conflict	National	82	4.40	.51	1.116	.273
	Tennessee	24	4.25	.60		
A31. Demonstrating a sense of humor	National	82	4.30	.71	.749	.459
	Tennessee	24	4.16	.81		
A32. Empathizing with the plight of others; seeing through the eyes of others when necessary	National	82	4.29	.59	1.235	.226
	Tennessee	23	4.08	.73		
A33. Responding well to criticism	National	82	4.18	.59	.910	.369
	Tennessee	24	4.04	.69		
A34. Understanding organizations as cultures	National	82	4.24	.63	1.88	.068
	Tennessee	24	3.91	.77		

Table F-8 (continued)

Attribute		N	M	SD	t	Sig.
A35. Using sound judgment	National	82	4.68	.46	.866	.393
	Tennessee	24	4.58	.50		
A36. Involving oneself in the life of the community inside and outside the institution	National	81	4.39	.68	1.94	.060
	Tennessee	23	4.08	.66		
A37. Committing oneself to the mission of the institution	National	82	4.84	.36	1.291	.206
	Tennessee	24	4.70	.46		
A38. Using contemporary technology appropriately	National	82	4.59	.51	1.369	.180
	Tennessee	24	4.41	.58		
A39. Participating in continuing professional leadership activities	National	82	4.30	.55	.566	.576
	Tennessee	24	4.20	.77		
A40. Promoting mentoring as a way to develop others in the institution	National	81	4.01	.81	1.216	.232
	Tennessee	23	3.78	.79		
A41. Taking risks willingly	National	81	4.24	.64	1.976	.055
	Tennessee	24	3.95	.62		

$p < 0.05$

Table F-9

Means, Standard Deviations, and t-Test for the Difference in Perceptions of Presidents and Vice Presidents: Future Importance

		N	M	SD	t	Sig.
A1. Adapting easily to changing circumstances within the institution	Presidents	57	4.71	.49	1.50	.127
	Vice Presidents	49	4.55	.61		
A2. Adapting easily to changing circumstances outside the institution.	Presidents	57	4.73	.51	2.248	.027*
	Vice Presidents	49	4.46	.68		
A3. Analyzing situations accurately and efficiently	Presidents	57	4.63	.48	.194	.847
	Vice Presidents	49	4.61	.53		
A4. Attracting and selecting quality people	Presidents	57	4.71	.49	-1.131	.261
	Vice Presidents	49	4.81	.39		
A5. Building and maintaining peer networks outside the institution	Presidents	56	4.17	.60	1.015	.313
	Vice Presidents	49	4.04	.76		
A6. Building teams and fostering collaboration	Presidents	57	4.63	.58	.536	.593
	Vice Presidents	48	4.56	.71		
A7. Communicating effectively	Presidents	56	4.69	.50	.025	.980
	Vice Presidents	49	4.69	.54		
A8. Conceptualizing a vision of the college's future and communicating that vision to others.	Presidents	56	4.60	.56	2.153	.034*
	Vice Presidents	49	4.34	.66		
A9. Conducting sound financial planning and management	Presidents	57	4.59	.65	.719	.474
	Vice Presidents	49	4.48	.84		
A10. Keeping commitments consistently	Presidents	57	4.52	.62	.137	.891
	Vice Presidents	49	4.51	.58		

Table F-9 (continued)

		N	M	SD	t	Sig.
A11. Possessing personal integrity	Presidents	57	4.84	.36	-.522	.603
	Vice Presidents	49	4.87	.33		
A12. Possessing a strong moral code	Presidents	57	4.50	.63	-2.151	.034*
	Vice Presidents	49	4.73	.44		
A13. Empowering diverse groups	Presidents	57	4.36	.64	1.308	.194
	Vice Presidents	49	4.20	.64		
A14. Promoting multiculturalism	Presidents	57	4.29	.70	1.095	.276
	Vice Presidents	48	4.14	.71		
A15. Establishing and coordinating an organized structure	Presidents	57	4.22	.62	1.399	.165
	Vice Presidents	49	4.04	.73		
A16. Using power to influence the beliefs and actions of others	Presidents	57	3.07	1.13	-.146	.884
	Vice Presidents	49	3.10	1.10		
A17. Inspiring and motivating others	Presidents	57	4.68	.56	.608	.544
	Vice Presidents	48	4.62	.48		
A18. Interacting well in one-on-one situations	Presidents	57	4.42	.62	.197	.844
	Vice Presidents	48	4.39	.67		
A19. Accepting, introducing and monitoring change in people and structures in the institution	Presidents	57	4.42	.70	.486	.628
	Vice Presidents	48	4.35	.69		
A20. Involving others in decision making	Presidents	57	4.52	.60	-.422	.674
	Vice Presidents	49	4.57	.50		
A21. Knowing when and when not to delegate authority	Presidents	57	4.42	.59	.793	.430
	Vice Presidents	49	4.32	.62		
A22. Maintaining a positive outlook	Presidents	57	4.56	.53	1.552	.124
	Vice Presidents	49	4.38	.60		

Table F-9 (continued)

		N	M	SD	t	Sig.
A23. Maintaining composure and self-control during difficult circumstances	Presidents	56	4.53	.53	1.637	.105
	Vice Presidents	49	4.34	.63		
A24. Maintaining a healthy physical, psychological and mental self.	Presidents	57	4.57	.53	3.235	.002*
	Vice Presidents	49	4.22	.58		
A25. Maintaining a vigorous, vital and energetic outward appearance	Presidents	57	4.26	.74	1.497	.138
	Vice Presidents	49	4.02	.90		
A26. Making sound and credible decisions	Presidents	57	4.68	.56	.325	.746
	Vice Presidents	49	4.65	.48		
A27. Managing one's self and time	Presidents	57	4.47	.57	.213	.832
	Vice Presidents	49	4.44	.61		
A28. Persisting to see planning through to completion	Presidents	57	4.56	.50	1.359	.177
	Vice Presidents	48	4.41	.57		
A29. Producing scholarly writing and research	Presidents	57	2.87	.92	1.211	.229
	Vice Presidents	49	2.65	.96		
A30. Resolving human conflict	Presidents	57	4.38	.55	.371	.711
	Vice Presidents	49	4.34	.52		
A31. Demonstrating a sense of humor	Presidents	57	4.35	.69	1.156	.251
	Vice Presidents	49	4.18	.78		
A32. Empathizing with the plight of others; seeing through the eyes of others when necessary	Presidents	56	4.33	.69	1.627	.107
	Vice Presidents	49	4.14	.54		
A33. Responding well to criticism	Presidents	57	4.28	.55	2.373	.020*
	Vice Presidents	49	4.00	.64		

Table F-9 (continued)

		N	M	SD	t	Sig.
A 34. Understanding organizations as cultures	Presidents	57	4.24	.66	1.230	.221
	Vice Presidents	49	4.08	.70		
A35. Using sound judgment	Presidents	57	4.63	.48	-.673	.503
	Vice Presidents	49	4.69	.46		
A36. Involving oneself in the life of the community inside and outside the institution	Presidents	56	4.48	.53	2.474	.015*
	Vice Presidents	48	4.14	.79		
A37. Committing oneself to the mission of the institution	Presidents	57	4.91	.28	2.854	.006*
	Vice Presidents	49	4.69	.46		
A38. Using contemporary technology appropriately	Presidents	57	4.50	.53	-.992	.324
	Vice Presidents	49	4.61	.53		
A39. Participating in continuing professional leadership activities	Presidents	57	4.31	.60	.589	.557
	Vice Presidents	49	4.24	.63		
A40. Promoting mentoring as a way to develop others in the institution	Presidents	55	4.14	.65	2.462	.016*
	Vice Presidents	49	3.75	.92		
A41. Taking risks willingly	Presidents	56	4.19	.58	.257	.798
	Vice Presidents	49	4.16	.71		

$p < 0.05$

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Table F-10

ANOVA: Presidents and Vice Presidents for Academic Affairs with 0-10, 11-20, 21-30 and More Than 30 Years of Experience in Current Position: Future Importance

	Sum of Squares	df	Mean Square	F	Sig.
Attribute 6. Building teams and fostering collaborations					
Between Groups	4.349	3	1.450	3.790	.013*
Within Groups	39.010	102	.382		
Total	43.358	103			
Attribute 24. Maintaining a healthy physical, psychological, and mental self					
Between Groups	3.996	3	1.332	4.277	.007*
Within Groups	32.079	103	.311		
Total	36.075	106			
Attribute 36. Involving oneself in the life of the community inside and outside the institution					
Between Groups	4.373	3	1.458	3.300	.023*
Within Groups	44.617	101	.442		
Total	48.990	104			
Attribute 37. Committing oneself to the mission of the institution					
Between Groups	2.279	3	.760	5.595	.001*
Within Groups	13.983	103	.136		
Total	16.262	106			

$p < 0.05$

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Table F-10 (continued)

Post Hoc Multiple Comparisons Test

Attribute 6. Building teams and fostering collaboration.

		Sig.
0-10 Years	11-20 Years	.010*
	21-30 Years	.182
	More Than 30 Years	.873
11-20 Years	0-10 Years	.010*
	21-30 Years	.984
	More Than 30 years	.987
21-30 Years	0-10 Years	.182
	11-20 Years	.984
	More Than 30 Years	.997
More Than 30 Years	0-10 Years	.873
	11-20 Years	.978
	21-30 Years	.997

Attribute 24. Maintaining a healthy physical, psychological, and mental self.

		Sig.
0-10 Years	11-20 Years	.033*
	21-30 Years	.022*
	More Than 30 years	.536
11-20 Years	0-10 Years	.033*
	21-30 Years	.849
	More Than 30 Years	.986
21-30 Years	0-10 Years	.022*
	11-20 Years	.849
	More Than 30 Years	1.000
More Than 30 Years	0-10 Years	.536
	11-20 Years	.986
	21-30 Years	1.000

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Table F-10 (continued)

Post Hoc Multiple Comparisons Test

Attribute 36. Involving oneself in the life of the community inside and outside the institution.

		Sig.
0-10 Years	11-20 Years	.176
	21-30 Years	.021*
	More Than 30 Years	.952
11-20 Years	0-10 Years	.176
	21-30 Years	.537
	More Than 30 Years	.996
21-30 Years	0-10 Years	.021*
	11-20	.537
	More Than 30	.832
More Than 30 Years	0-10 Years	.952
	11-20 Years	.996
	21-30 Years	.832

Attribute 37. Committing oneself to the mission of the institution.

		Sig.
0-10 Years	11-20 Years	.007*
	21-30 Years	.009*
	More Than 30 Years	.410
11-20 Years	0-10 Years	.007*
	21-30 Years	.889
	More Than 30 Years	1.000
21-30 Years	0-10 Years	.009*
	11-20 Years	.889
	More Than 30 Years	.984
More Than 30 Years	0-10 Years	.410
	11-20 Years	.984
	21-30 Years	1.000

$p < 0.05$

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Table F-11

ANOVA: Presidents and Vice Presidents for Academic Affairs with 0-10, 11-20, 21-30 and More Than 30 Years of Experience in Higher Education: Future Importance

	Sum of Squares	df	Mean Square	F	Sig.
Attribute 7. Communicating effectively (orally and in writing.					
Between Groups	2.934	3	.978	3.902	.011*
Within Groups	25.314	101	.251		
Total	28.248	104			
Attribute 22. Maintaining a positive outlook					
Between Groups	3.865	3	1.288	4.295	.007*
Within Groups	30.597	102	.300		
Total	34.462	105			
Attribute 24. Maintaining a healthy physical, psychological, and mental self					
Between Groups	4.054	3	1.351	4.350	.006*
Within Groups	31.682	102	.311		
Total	35.736	105			
Attribute 25. Maintaining a vigorous, vital, and energetic outward appearance.					
Between Groups	7.362	3	2.454	3.941	.010*
Within Groups	63.516	102	.623		
Total	70.877	105			
Attribute 37. Committing oneself to the mission of the institution					
Between Groups	2.122	3	.707	5.115	.002*
Within Groups	14.104	102	.138		
Total	16.226	105			

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Table F-11 (continued)

Post Hoc Multiple Comparison Tests

Attribute 7. Communicating effective (orally and in writing).

		Sig.
0-10 Years	11-20 Years	.866
	21-30 Years	.434
	More Than 30 years	.990
11-20 Years	0-10 Years	.866
	21-30 Years	.597
	More Than 30 Years	.793
21-30 Years	0-10 Years	.434
	11-20	.597
	More Than 30 Years	.009*
More Than 30 Years	0-10 Years	.990
	11-20 Years	.793
	21-30 Years	.009*

Attribute 22. Maintaining a positive outlook.

		Sig.
0-10 Years	11-20 Years	.241
	21-30 Years	.934
	More Than 30 Years	1.000
11-20 Years	0-10 Years	.241
	21-30 Years	.036*
	More Than 30 Years	.003*
21-30 Years	0-10 Years	.934
	11-20 Years	.036*
	More Than 30 Years	.435
More Than 30 Years	0-10 Years	1.000
	11-20 Years	.003*
	21-30 Years	.435

Table F-11 (continued)

Post Hoc Multiple Comparison Tests

Attribute 24. Maintaining a healthy physical, psychological, and mental self.

		Sig.
0-10 Years	11-20 Years	.791
	21-30 Years	.999
	More Than 30 Years	.773
11-20 Years	0-10 Years	.791
	21-30 Years	.156
	More Than 30 Years	.004*
21-30 Years	0-10 Years	.999
	11-20 Years	.156
	More Than 30 Years	.101
More Than 30 Years	0-10 Years	.773
	11-20 Years	.004*
	21-30 Years	.101

Attribute 25. Maintaining a vigorous, vital, and energetic outward appearance.

		Sig.
0-10 Years	11-20 Years	.458
	21-30 Years	.441
	More Than 30 Years	.985
11-20 Years	0-10 Years	.458
	21-30 Years	.997
	More Than 30 Years	.135
21-30 Years	0-10 Years	.441
	11-20 Years	.997
	More Than 30 Years	.104*
More Than 30 Years	0-10 Years	.985
	11-20 Years	.135
	21-30 Years	.014*

Table F-11 (continued)

Post Hoc Multiple Comparison Tests

Attribute 37. Committing oneself to the mission of the institution

		Sig.
0-10 Years	11-20 Years	.166
	21-30 Years	.749
	More Than 30 Years	.999
11-20 Years	0-10 Years	.166
	21-30 Years	.088
	More Than 30 Years	.002*
21- 30 Years	0-10 Years	.749
	11-20 Years	.088
	More Than 30 Years	.101
More Than 30 Years	0-10 Years	.999
	11-20 Years	.002*
	21-30 Years	.101

$p < 0.05$

Table F-12

Means, Standard Deviations, and t-Test for Presidents and Vice Presidents Who Have Work Experience in the Private Sector and for Presidents and Vice Presidents Who Do Not Have Work Experience in the Private Sector: Future Importance

Attribute		N	M	SD	t	Sig.
A1. Adapting easily to changing circumstances within the institution	Private	48	4.72	.44	1.475	.143
	None	59	4.57	.62		
A2. Adapting easily to changing circumstances outside the institution.	Private	48	4.66	.63	.758	.451
	None	59	4.57	.59		
A3. Analyzing situations accurately and efficiently	Private	48	4.70	.50	1.526	.130
	None	59	4.55	.50		
A4. Attracting and selecting quality people	Private	48	4.77	.42	.094	.925
	None	59	4.76	.46		
A5. Building and maintaining peer networks outside the institution	Private	47	4.19	.64	1.068	.288
	None	59	4.05	.70		
A6. Building teams and fostering collaboration	Private	48	4.64	.78	.587	.559
	None	58	4.56	.49		
A7. Communicating effectively	Private	48	4.72	.53	.555	.580
	None	58	4.67	.50		
A8. Conceptualizing a vision of the college's future and communicating that vision to others.	Private	48	4.41	.67	1.097	.275
	None	58	4.55	.56		

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Table F-12 (continued)

Attribute		N	M	SD	t	Sig.
A9. Conducting sound financial planning and management	Private	48	4.58	.61	.533	.595
	None	59	4.50	.83		
A10. Keeping commitments consistently	Private	48	4.54	.58	.428	.669
	None	59	4.49	.62		
A11. Possessing personal integrity	Private	48	4.87	.33	.409	.684
	None	59	4.84	.36		
A12. Possessing a strong moral code	Private	48	4.68	.46	1.213	.228
	None	59	4.55	.62		
A13. Empowering diverse groups	Private	48	4.33	.69	.486	.628
	None	59	4.27	.61		
A14. Promoting multiculturalism	Private	48	4.33	.59	1.459	.148
	None	58	4.13	.78		
A15. Establishing and coordinating an organized structure	Private	48	4.16	.72	.230	.818
	None	59	4.13	.65		
A16. Using power to influence the beliefs and actions of others	Private	48	3.04	1.23	-.192	.848
	None	59	3.08	1.03		
A17. Inspiring and motivating others	Private	47	4.68	.51	.546	.586
	None	59	4.62	.48		
A18. Interacting well in one-on-one situations	Private	47	4.40	.74	-.149	.882
	None	59	4.42	.56		
A19. Accepting, introducing and monitoring change in people and structures in the institution	Private	48	4.41	.76	.268	.789
	None	58	4.37	.64		
A20. Involving others in decision making	Private	48	4.50	.54	-.515	.607
	None	59	4.57	.56		

Table F-12 (continued)

Attribute		N	M	SD	t	Sig.
A21. Knowing when and when not to delegate authority	Private	48	4.33	.63	-.617	.539
	None	59	4.40	.59		
A22. Maintaining a positive outlook	Private	48	4.41	.61	-1.116	.267
	None	59	4.54	.53		
A23. Maintaining composure and self-control during difficult circumstances	Private	47	4.51	.62	.893	.374
	None	59	4.40	.56		
A24. Maintaining a healthy physical, psychological and mental self.	Private	48	4.37	.64	-.714	.477
	None	59	4.45	.53		
A25. Maintaining a vigorous, vital and energetic outward appearance	Private	48	4.08	.98	-.721	.473
	None	59	4.20	.66		
A26. Making sound and credible decisions	Private	48	4.72	.44	10.87	.280
	None	59	4.62	.52		
A27. Managing one's self and time	Private	48	4.45	.61	-.140	.889
	None	59	4.47	.56		
A28. Persisting to see planning through to completion	Private	47	4.57	.54	1.271	.207
	None	59	4.44	.53		
A29. Producing scholarly writing and research	Private	48	2.70	.98	-.469	.640
	None	59	2.79	.94		
A30. Resolving human conflict	Private	48	4.41	.57	.728	.469
	None	59	4.33	.51		
A31. Demonstrating a sense of humor	Private	48	4.27	.81	-.118	.907
	None	59	4.28	.67		
A32. Empathizing with the plight of others; seeing through the eyes of others when necessary	Private	47	4.14	.75	-1.354	.180
	None	59	4.32	.50		

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Table F-12 (continued)

Attribute		N	M	SD	t	Sig.
A33. Responding well to criticism	Private	48	4.18	.73	.416	.679
	None	59	4.13	.50		
A 34. Understanding organizations as cultures	Private	48	4.18	.70	.134	.894
	None	59	4.16	.67		
A35. Using sound judgment	Private	48	4.72	.44	1.360	.194
	None	59	4.61	.49		
A36. Involving oneself in the life of the community inside and outside the institution	Private	46	4.28	.77	-.525	.601
	None	59	4.35	.60		
A37. Committing oneself to the mission of the institution	Private	48	4.89	.30	2.070	.041*
	None	59	4.74	.43		
A38. Using contemporary technology appropriately	Private	48	4.56	.50	.195	.846
	None	59	4.54	.56		
A39. Participating in continuing professional leadership activities	Private	48	4.29	.61	.717	.864
	None	59	4.27	.61		
A40. Promoting mentoring as a way to develop others in the institution	Private	47	3.91	.95	-.517	.607
	None	58	4.00	.67		
A41. Taking risks willingly	Private	48	4.18	.67	-.017	.987
	None	58	4.18	.63		

$p < 0.05$

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